

# What makes our world go around?

# Autumn Term 1 2024

# Landaviddy (Y2/Y3)

**Computing**

**Computing Systems and Networks 1 - What is a Computer?**

**Computer Science**

- Understand what a computer is and that it's made up of different components.
- Recognise that buttons cause effects and that technology follows instructions.
- Learn how we know that technology is doing what we want it to do via its output.
- Use greater control when taking photos with cameras, tablets, or computers.

**Information Technology**

- Develop word processing skills, including altering text, copying and pasting and Use keyboard shortcuts.
- Use word processing software to type and reformat text
- Create and labelling images.
- Learn how computers are used in the wider world.

**Key Vocab:**

**Battery, buttons, computer, desktop, electricity, input, invention, keyboard, laptop, mouse, output, robot, screen (monitor), tablet, technology, wire**

**French**

**Greetings**  
**Intercultural Understanding**

- I know about aspects of daily life in other countries that are different to my own

**Listening**

- Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions)

**Speaking**

- Speak with others using simple words, phrases and short sentences (e.g. greetings)

**Reading**

- Recognise and understand familiar written words

**Writing**

- Write or copy simple words correctly

**Grammar**

- Be aware of the forms of word classes e.g. nouns, adjectives, and verbs
- 1<sup>st</sup> person

**Key Vocab:**

**Vocabulaire**

Je m'appelle – my name is; comment tu-t'appelles? – what is your name?

salut! – hi; bonjour – hello; au revoir – goodbye; bonsoir – good evening; bonne nuit – good night

à bientôt – see you soon; à demain – see you tomorrow

Ça va ? – how are you? Ça va bien- I'm ok; Ça va mal – I'm not ok

La France – France; français – French; le tricolore – French Flag, bleu – blue, blanc – white, rouge – red

**Art**

**Drawing**

- Begin to add detail to line drawings
- Understand where they might use different grades of pencil in their drawing and why
- Use charcoal and pastels to create different drawing styles
- Create different tones using light and dark
- Use a viewfinder to focus on a specific part of an artefact before drawing it
- Produce patterns and textures that would replicate those in the real world (observation)
- Use sketches to plan and develop ideas
- Control a pencil to produce a wide range of tones and patterns
- Draw from observation in large and small scale
- Use different shading techniques to give depth to a drawing
- Apply different shading techniques to create texture in a drawing

**Use of IT**

- Create a picture independently using a specific program
- Use simple IT mark-making tools, e.g. brush and pen tools
- Combine digital images with other media
- Use IT programs to create a piece of work that includes their own work and that of others (using the web)
- Use the web to research an artist or style of art

**Key Vocab:**

**Abstract, arrangement, blend, botanical, botanist, composition, cut, dark, even, expressive, form, frame, frottage, geometric, gestural, grip, light, line, magnified, organic, object, pressure, rubbing, scale, scientific, shading, shape, smooth, surface, tear, texture, tone, tool, viewfinder**

**RE**

**Islam**  
**Making Sense of Beliefs:**

- Recognise the words of the Shahadah and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean
- Give examples of how stories about the Prophet\* show what Muslims believe about Muhammad

**Understanding the Impact:**

- Give examples of how Muslims use the Shahadah to show what matters to them
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- Give examples of how Muslims put their beliefs about prayer into action

**Making Connections:**

- Think, talk and ask questions about Muslim beliefs and ways of living
- Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

**Key Vocab:**

**Islam, Muslim, Allah, Creator, Crescent, Qur'an, Creation, Masjid/Mosque, Prophet Muhammad (Peace be upon him), Madinah, Makkah, Prayer, Prophet, Shahadah, Salah(prayer), Sawm(Fast), Zakat (Charity), Hajj (pilgrimage), Pillar**

**Geography**

**Locational and Place Knowledge**

- Name and locate the world's seven continents and five oceans
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country
- Points from progress ladder**

**Human and Physical Geography**

- Record and compare seasonal changes and daily weather patterns in the United Kingdom
- Identify and understand the significance of the equator on the world climate, including North and South Pole
- Compare and contrast key physical and human features of two contrasting areas
- Describe and understand key aspects of rivers and the water cycle, excluding transpiration, including formation, features of a river, impact on human geography and sustainability

**Geographical Skills and Fieldwork**

- Use simple compass directions, such as north, south, east and west to describe the location of features and routes on a map
- Use aerial photographs to devise a simple map and construct basic symbols in a key to recognise landmarks of local area such as schools, shops and parks.
- Use simple fieldwork and observational skills to compare the geography of their school and the local area with another area familiar to them, identifying the human and physical features

**Key Vocab:**

**aerial photograph, atlas, beach, capital, characteristics, city, cliff, climate, coast, compass, continent, country, equator, factory, farm, fieldwork, forest, harbour, hill, house, key, landmark, locality, location, map, mountain, North Pole, ocean, office, port, river, sea, season, shop, soil, South Pole, symbol, temperate, town, valley, vegetation, village, weather**

**PSHE**

**Being Me**

- Hopes and Fears for the Year
- Rights and Responsibilities
- Rewards and Consequences
- Rewards and Consequences
- Our Learning Charter
- Owning Our Learning Charter

- Getting to Know Each Other
- Our Nightmare School
- Our Dream School
- Rewards and Consequences
- Our Learning Charter
- Owning Our Learning Charter

**Key Vocab:**

**Worries, hopes, fears, belonging, rights, responsibilities, responsible, actions, praise, fears, consequence, positive, negative, choices, co-operate, learning charter, problem-solving, welcome, valued, achievements, proud, pleased, personal goal, acknowledge, affirm, emotions, feelings, nightmare, solutions, support, dream, behaviour, fairness, challenge, group dynamics, team work, actions, view point, ideal school, belong**

**PE**

**Yoga (Y2/Y3)**

- I am beginning to provide feedback using key words.
- I can copy, remember and repeat yoga flows.
- I can describe how my body feels during exercise.
- I can move from one pose to another thinking about my breath.
- I can use clear shapes when performing poses.
- I can work with others to create simple flows showing some control.
- I can copy and link yoga poses together to create a short flow.
- I can describe how yoga makes me feel.
- I can move from one pose to another considering my breath.
- I can provide feedback using key words.
- I can work with others to create a flow including a number of poses.
- I show some stability when holding my yoga poses.

**Invasion Games (Y2)**

- I can describe how my body feels during exercise.
- I can dodge and find space away from the other team.
- I can move with a ball towards goal.
- I can sometimes dribble a ball with my hands and feet.
- I can stay with another player to try and win the ball.
- I know how to score points and can remember the score.
- I know who is on my team and I can attempt to send the ball to them.

**Key Vocab:**

**Breath, choose, create, flexibility, flow, focus, perform, pose, strength, base, contact, control, extend, hinge, link, mindfulness, stretch, tilt, attack, defend, defender, goalkeeper, mark, opponent, possession, receive, send, score, shoot, tactic, teammate**

**Science**

**Animals Inc. Humans**

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

**Key Vocab:**

**offspring, reproduction, reproduce, growth, child, young, old, stages (examples -chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta), basic needs, diet, hygiene, illness, medicine, survive, movement, respiration, sensitivity, excretion, nutrition**

**Music**

**Performing**  
**Using their voice**

- Have more control over their breathing, dynamics and diction
- Have more accuracy in their pitching
- Follow a leader and signals such as start and stop
- Sing songs in a variety of styles with increasing confidence including some from memory
- Understand the importance of correct posture and breathing

**Using instruments**

- Show control in maintaining a steady beat, changing tempo and changing dynamics
- Perform a rhythmic accompaniment to a song
- Follow a leader to start and stop together
- Demonstrate growing confidence in performing individually or as part of a small group
- Keep a steady beat individually or in a group
- Play using symbols including graphic and traditional notation
- Follow simple hand directions from a leader
- Perform with awareness of others

**Explore and Compose**

- Make different sounds using their voice and hands (timbre)
- Make different sounds such as high/ low (pitch), long/ short (duration), loud/ quiet (dynamics), fast/ slow (tempo)
- Choose musical sound effects to follow a story or match a picture
- Use graphics/ symbols to represent the sounds they have made
- Use these symbols to make a simple score of the music
- Compose and perform their own sequence of sounds without support
- Understand how different sounds are made (tapping, blowing, scraping)
- Compose short melodic phrases which represent feelings/ pictures/ words etc.
- Compose a piece of music with a clear beginning, middle and end
- Compose music with a variety of sound durations, tempo or dynamics in a small group

**Listen, Reflect, Appraise**

- Listen with increased concentration
- Recognise how sounds are made (tapping, scraping, hitting etc)
- Recognise changes in tempo, dynamics and pitch
- Listen with concentration to longer pieces/ extracts of music
- Listen to live and recorded music commenting on beat (stead/ non steady), specific patterns in tune or rhythm, tempo, dynamics and mood and using appropriate terminology
- Recognise familiar instrumental sounds in music (guitar, violin, drums etc.)
- Use musical terminology to describe what is happening in their own musical compositions

**Key Vocab:**

**Dynamics (volume), Tempo (speed), Pitch (high/low), Key (happy/sad), Ostinato (repeating pattern)**