

Year 2 and 3 Medium term plan

Subject	WK1	WK2	WK3	WK4	WK5	WK6	WK7	Consolidation week (optional)	By the end of the unit children will know...
Geography Are all Settlements the same?	<p>New Core Knowledge Session 1: Types of Settlements I know that a city is the largest type of settlement. I know that settlements can have different patterns, like dispersed, nucleated, or linear.</p> <p>Key Vocabulary Settlement – a place where people live, such as a village, town, or city.</p> <p>Revisiting Core Knowledge Pre-test</p> <p>Outline of Main Tasks Introduce settlement types and patterns using maps and examples. Discuss what makes a city different from towns or villages.</p>	<p>New Core Knowledge Session 2: Urban vs Rural Areas I know that urban areas have entertainment and leisure facilities. I know that rural areas have countryside to enjoy and are usually quieter.</p> <p>Key Vocabulary Urban – relating to towns and cities.</p> <p>Revisiting Core Knowledge I know that a city is the largest type of settlement. I know that settlements can have different patterns, like dispersed, nucleated, or linear.</p> <p>Outline of Main Tasks Compare urban and rural areas through photos, videos, or case studies. Explore lifestyle differences and land use.</p>	<p>New Core Knowledge Session 3: Land Use in Settlements I know that residential land use means land used for houses and apartment blocks.</p> <p>Key Vocabulary Residential – areas where people live in houses or apartments.</p> <p>Revisiting Core Knowledge I know that urban areas have entertainment and leisure facilities. I know that rural areas have countryside to enjoy and are usually quieter.</p> <p>Outline of Main Tasks Explore different types of land use (residential, commercial, recreational, etc.) and how they appear in cities and towns.</p>	<p>New Core Knowledge Session 4: Human & Physical Features I know that cities have both human features (like buildings and roads) and physical features (like rivers and hills). I know that a physical feature is something natural, like an area of woodland.</p> <p>Key Vocabulary Feature – a part of the landscape, either natural (physical) or made by people (human).</p> <p>Revisiting Core Knowledge I know that residential land use means land used for houses and apartment blocks.</p> <p>Outline of Main Tasks Use maps and images to identify and classify features. Encourage students to describe their local area using these terms.</p>	<p>New Core Knowledge Session 5: Compass Directions and Location I know how to use compass directions like north-east and south-west to describe locations.</p> <p>Key Vocabulary Compass – a tool or symbol used to show direction (e.g., north, south, east, west).</p> <p>Revisiting Core Knowledge I know that cities have both human features (like buildings and roads) and physical features (like rivers and hills). I know that a physical feature is something natural, like an area of woodland.</p> <p>Outline of Main Tasks Practice using compass directions with maps. Include activities like describing locations of features or giving directions.</p>	<p>New Core Knowledge Session 6: Case Study – New Delhi I know that New Delhi is a city in India, Asia</p> <p>Key Vocabulary Continent – a large landmass; Asia is one of the seven continents.</p> <p>Revisiting Core Knowledge I know how to use compass directions like north-east and south-west to describe locations.</p> <p>Outline of Main Tasks Introduce New Delhi as a case study. Compare it with a UK city. Identify its human and physical features, and discuss its land use.</p>	<p>New Core Knowledge Session 7: Review and Apply Review all objectives through a project or quiz</p> <p>Key Vocabulary Map – a drawing that shows the features of an area, such as cities, rivers, and roads.</p> <p>Revisiting Core Knowledge I know that New Delhi is a city in India, Asia</p> <p>Outline of Main Tasks Use art lesson time and create models</p>	<p>Assessment end of unit quiz</p>	<p>I know that a city is the largest type of settlement. I know that settlements can have different patterns, like dispersed, nucleated, or linear. I know that urban areas have entertainment and leisure facilities. I know that rural areas have countryside to enjoy and are usually quieter. I know that a physical feature is something natural, like an area of woodland. I know how to use compass directions like north-east and south-west to describe locations. I know that residential land use means land used for houses and apartment blocks. I know that New Delhi is a city in India, Asia. I know that cities have both human features (like buildings and roads) and physical features (like rivers and hills). Core Vocabulary Settlement – a place where people live. Urban – relating to towns and cities. Residential – areas where people live in houses or apartments. Feature – a part of the landscape, either natural (physical) or made by people (human). Compass – a tool or symbol used to show direction. Continent – a large landmass; Asia is one of the seven continents Map – a drawing that shows the features of an area, such as cities, rivers, and roads.</p>
Science Light and Shadows	<p>New Core Knowledge I know that a light source is something that gives out light, like the Sun or a torch. I know that the Moon is not a</p>	<p>New Core Knowledge I know that when light reflects off a surface, it bounces off, can go into our eyes, and move to somewhere else.</p>	<p>New Core Knowledge I know that an opaque material blocks light. I know that a transparent material lets most light through.</p>	<p>New Core Knowledge I know that the shape and size of shadows can change depending on the shape of the object and</p>	<p>New Core Knowledge I know that when a light source moves closer to an object, its shadow gets bigger.</p>	<p>New Core Knowledge I know that a shadow at midday is shorter than in the morning.</p>	<p>New Core Knowledge I know that to protect our eyes from light, we should wear sunglasses, avoid looking directly at the Sun, and not shine</p>	<p>Assessment end of unit quiz</p>	<p>Core Knowledge I know that a light source is something that gives out light, like the Sun or a torch. I know that the Moon is not a source of light—it reflects light from the Sun.</p>

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	<p>source of light—it reflects light from the Sun.</p> <p>Revisiting Core Knowledge Prior unit recap</p> <p>Key Vocabulary Light source</p> <p>Outline of Main Tasks Go on a walk around school looking for sources of light around school. Complete a sorting activity with images of objects (e.g., Sun, Moon, torch, mirror) and sort them into “light source” and “not a light source.”</p>	<p>Revisiting Core Knowledge I know that a light source is something that gives out light, like the Sun or a torch. I know that the Moon is not a source of light—it reflects light from the Sun.</p> <p>Key Vocabulary Reflect</p> <p>Outline of Main Tasks Use mirrors to explore how light travels. Pupils can direct a torch beam onto a mirror and observe how the light changes direction.</p>	<p>I know that a translucent material lets some light through.</p> <p>Revisiting Core Knowledge I know that when light reflects off a surface, it bounces off, can go into our eyes, and move to somewhere else.</p> <p>Key Vocabulary Opaque Translucent Transparent</p> <p>Outline of Main Tasks Investigate different materials using a torch and record whether they are opaque, transparent, or translucent.</p>	<p>the position of the light source.</p> <p>Revisiting Core Knowledge I know that an opaque material blocks light. I know that a transparent material lets most light through. I know that a translucent material lets some light through.</p> <p>Key Vocabulary Shadow</p> <p>Outline of Main Tasks Use a range of objects and a light source to investigate the shape of the shadows created.</p>	<p>Revisiting Core Knowledge I know that the shape and size of shadows can change depending on the shape of the object and the position of the light source.</p> <p>Key Vocabulary Position .</p> <p>Outline of Main Tasks Create shadow puppets and investigate how moving the puppet closer to and further away from the light source changes the shadow size.</p>	<p>Revisiting Core Knowledge I know that when a light source moves closer to an object, its shadow gets bigger.</p> <p>Key Vocabulary Midday</p> <p>Outline of Main Tasks Use outdoor observations or a model Sun to track shadow lengths at different times of day and record findings.</p>	<p>lights directly into our eyes.</p> <p>Revisiting Core Knowledge I know that a shadow at midday is shorter than in the morning.</p> <p>Key Vocabulary Protect</p> <p>Outline of Main Tasks Create a safety poster showing how to protect eyes from bright light sources.</p>		<p>I know that when light reflects off a surface, it bounces off, can go into our eyes, and move to somewhere else. I know that an opaque material blocks light. I know that a transparent material lets most light through. I know that a translucent material lets some light through. I know that a shadow at midday is shorter than in the morning. I know that when a light source moves closer to an object, its shadow gets bigger. I know that to protect our eyes from light, we should wear sunglasses, avoid looking directly at the Sun, and not shine lights directly into our eyes. I know that the shape and size of shadows can change depending on the shape of the object and the position of the light source.</p> <p>Core Vocabulary Light source Reflect Opaque Translucent Transparent Shadow Midday Protect</p>
<p>Art</p> <p>Drawing: Developing drawing skills</p>	<p>Lesson 1: See Like an Artist New Core Knowledge: Artists use shapes as the foundation of their drawings. Observational skills help identify and replicate shapes in objects.</p> <p>Key Vocabulary: Observational – What you see</p>	<p>Lesson 2: Shading New Core Knowledge: Shading adds depth and tone to drawings. Artists use different techniques to blend and show light and dark areas.</p> <p>Key Vocabulary: Shading technique – a way of adding light and dark areas to show depth.</p>	<p>Lesson 3: Take a Closer Look New Core Knowledge: Careful observation helps artists add realistic detail. Texture and pattern can be shown through mark making.</p> <p>Key Vocabulary: Texture – How something feels or looks like it feels.</p>	<p>Lesson 4: Imagination in Bloom New Core Knowledge: Artists combine observation with imagination. Line, shape, and tone can be used creatively.</p> <p>Key Vocabulary: Imagination – Creating ideas in your mind.</p>	<p>Lesson 5: Paper to Pixels New Core Knowledge: Digital tools can be used to create and enhance drawings. Artists use software to apply line, shape, and tone.</p> <p>Key Vocabulary: Digital – Using technology like computers or tablets.</p> <p>Revisiting Core Knowledge: Artists combine observation with imagination.</p>	<p>Lesson 6 and 7 are review sessions to support Geography revisit.</p> <p>Outline of Main Tasks: Children to use the skills learnt to create artwork representing different settlements explored in Geography.</p>	<p>Lesson 6 and 7 are review sessions to support Geography revisit.</p> <p>Outline of Main Tasks: Children to use the skills learnt to create artwork representing different settlements explored in Geography.</p>	<p>Assessment end of unit quiz</p>	<p>Core Knowledge Artists use shapes as the foundation of their drawings. Observational skills help identify and replicate shapes in objects. Shading adds depth and tone to drawings. Artists use different techniques to blend and show light and dark areas. Careful observation helps artists add realistic detail. Texture and pattern can be shown through mark making.</p>

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	<p>Revisiting Core Knowledge: Pre-test</p> <p>Outline of Main Tasks: Discuss how artists use shapes in their work. Practice identifying shapes in everyday objects. Create simple sketches using basic shapes. Reflect on how shape helps structure a drawing.</p>	<p>Revisiting Core Knowledge: Artists use shapes as the foundation of their drawings. Observational skills help identify and replicate shapes in objects.</p> <p>Outline of Main Tasks: Introduce the four shading rules. Practice shading techniques using pencils. Blend tones to create smooth transitions. Apply shading to a simple object drawing.</p>	<p>Revisiting Core Knowledge: Shading adds depth and tone to drawings. Artists use different techniques to blend and show light and dark areas</p> <p>Outline of Main Tasks: Observe natural objects (e.g., leaves, shells). Practice drawing fine details using mark making. Focus on texture and pattern in drawings. Share and discuss how detail improves artwork.</p>	<p>Revisiting Core Knowledge: Careful observation helps artists add realistic detail. Texture and pattern can be shown through mark making.</p> <p>Outline of Main Tasks: Brainstorm imaginative ideas inspired by nature. Sketch using line, shape, and tone. Create a final imaginative drawing. Reflect on how creativity and technique work together.</p>	<p>Line, shape, and tone can be used creatively.</p> <p>Outline of Main Tasks: Introduce basic digital drawing tools. Practice using line, shape, and tone digitally. Create a digital version of a previous drawing. Save and present digital artwork.</p>				<p>Artists combine observation with imagination. Line, shape, and tone can be used creatively. Digital tools can be used to create and enhance drawings. Artists use software to apply line, shape, and tone.</p> <p>Core Vocabulary Shape – A form or outline of an object. Shading – Adding light and dark areas to show depth. Texture – How something feels or looks like it feels. Imagination – Creating ideas in your mind. Digital – Using technology like computers or tablets.</p>
DT	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>By the end of the unit children will....</p>
Music Ballads	<p>New Core Knowledge A ballad is a song that tells a story. It often has a clear narrative and emotional content.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Ballad</p>	<p>New Core Knowledge Ballads have verses, choruses, rhyme, and tell a story.</p> <p>Revisiting Core Knowledge A ballad is a song that tells a story. It often has a clear narrative and emotional content.</p> <p>Key Vocabulary Verse chorus</p>	<p>New Core Knowledge Lyrics are the words of a song; stanzas are sections of text, often rhyming.</p> <p>Revisiting Core Knowledge Ballads have verses, choruses, rhyme, and tell a story.</p> <p>Key Vocabulary Lyrics Stanza</p>	<p>New Core Knowledge A chorus is a repeated section in a song.</p> <p>Revisiting Core Knowledge Lyrics are the words of a song; stanzas are sections of text, often rhyming.</p> <p>Key Vocabulary Chorus</p>	<p>New Core Knowledge Nonsense words are made-up sounds used in songs for rhythm or fun.</p> <p>Revisiting Core Knowledge A chorus is a repeated section in a song.</p> <p>Key Vocabulary Nonsense</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge Singing in a group requires listening, posture, and teamwork.</p> <p>Revisiting Core Knowledge Nonsense words are made-up sounds used in songs for rhythm or fun.</p> <p>Key Vocabulary</p>	<p>New Core Knowledge Singing in a group requires listening, posture, and teamwork.</p> <p>Revisiting Core Knowledge Nonsense words are made-up sounds used in songs for rhythm or fun.</p> <p>Key Vocabulary</p>	<p>Assessment end of unit quiz</p>	<p>Core Knowledge A ballad is a song that tells a story. It often has a clear narrative and emotional content. Ballads usually: Tell a story Include verses and a chorus Often rhyme Are not limited to one instrument (e.g., not always played on a violin) Lyrics are the words of a song. They can be poetic and help tell the story.</p>

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	<p>Outline of Main Tasks Pupils listen to a simple ballad. Then, they draw a storyboard of the song's narrative in 4 parts. Discuss: What makes this song a story?</p>	<p>Outline of Main Tasks Pupils read or listen to a short ballad and highlight: Verses in one colour Chorus in another Rhyming words in a third</p>	<p>Outline of Main Tasks Pupils write their own 4-line stanza with rhyming words. Then, they turn it into lyrics by adding a simple melody or rhythm using percussion instruments.</p>	<p>Outline of Main Tasks Pupils create a simple chorus using nonsense words (e.g., "la la la" or "hey hey hey") and perform it in groups. They then insert it between verses they wrote in Lesson 3.</p>	<p>Pupils listen to songs with nonsense words (e.g., <i>Supercalifragilisticexpialidocious</i> or <i>Da Doo Ron Ron</i>). Then, they invent their own nonsense chorus and perform it with body percussion.</p>	<p>Posture</p> <p>Outline of Main Tasks Pupils rehearse and perform their own ballad (created from previous lessons) in small groups. Focus on: Listening to each other Standing tall for breathing Keeping in time</p>	<p>Posture</p> <p>Outline of Main Tasks Pupils rehearse and perform their own ballad (created from previous lessons) in small groups. Focus on: Listening to each other Standing tall for breathing Keeping in time</p>		<p>A stanza is a short section of rhyming text, similar to a paragraph in poetry. In music, a stanza is often called a verse. A chorus is a repeated section of a song, often catchy and memorable. These are made-up sounds or words used in songs to fill space or add rhythm (e.g., "la la la" or "doo-wop"). Performing in a group (ensemble) requires: Listening to others Good posture for breathing Teamwork, not just singing loudly or quickly Core Vocabulary Ballad – A song that tells a story Lyrics – The words of a song Stanza – A short section of rhyming text (also called a verse) Verse – A part of a song that tells the story Chorus – A repeated section in a song Rhyme – Words that sound similar at the end (e.g., cat/hat) Nonsense words – Made-up sounds or words in music Ensemble – A group of people performing music together Posture – How you sit or stand when singing Breathing – Taking air in to help sing clearly and strongly</p>
PE Dance	<p>New Core Knowledge Dance uses movement to express ideas, emotions, and stories. Movements can be combined using different actions, levels, and pathways.</p> <p>Revisiting Core Knowledge</p>	<p>New Core Knowledge Dance includes dynamics (e.g., sharp, smooth), travel, shapes, and timing.</p> <p>Revisiting Core Knowledge Dance uses movement to express ideas, emotions, and stories. Movements can be combined using different actions,</p>	<p>New Core Knowledge Dance includes dynamics (e.g., sharp, smooth), travel, shapes, and timing.</p> <p>Revisiting Core Knowledge Dance includes dynamics (e.g., sharp, smooth), travel,</p>	<p>New Core Knowledge Dance compositions are built in sections and refined through practice.</p> <p>Revisiting Core Knowledge Dance includes dynamics (e.g., sharp, smooth), travel,</p>	<p>New Core Knowledge Dance compositions are built in sections and refined through practice.</p> <p>Revisiting Core Knowledge Dance compositions are built in sections and refined through practice.</p> <p>Key Vocabulary</p>	<p>New Core Knowledge Dance compositions are built in sections and refined through practice.</p> <p>Revisiting Core Knowledge Dance compositions are built in sections and refined through practice.</p>	<p>New Core Knowledge Final performances show teamwork, creativity, and control.</p> <p>Revisiting Core Knowledge Dance compositions are built in sections</p>	<p>New Core Knowledge Final performances show teamwork, creativity, and control.</p> <p>Revisiting Core Knowledge Dance compositions are</p>	<p>Core Knowledge Dance uses movement to express ideas, emotions, and stories. Movements can be combined using different actions, levels, and pathways. Dance includes dynamics (e.g., sharp, smooth), travel, shapes, and timing. Group dances use unison, contrast, meet-</p>

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	<p>Key Vocabulary Pathway Movement</p> <p>Outline of Main Tasks Pupils create short movement phrases using travel, shapes, and different levels. Use floor markers to explore clear pathways.</p>	<p>levels, and pathways. Key Vocabulary Shape Dynamics contrast</p> <p>Outline of Main Tasks Pupils create spiky star shapes and flowing ring movements. Explore sharp vs. smooth dynamics through travel.</p>	<p>Key Vocabulary Shape Dynamics contrast</p> <p>Outline of Main Tasks Pupils practise star dances with added jumps and spins. Work in pairs/groups to explore unison and meet-and-part.</p>	<p>shapes, and timing.</p> <p>Key Vocabulary Lead Follow</p> <p>Outline of Main Tasks Pupils create short sequences where one leads and others follow. Combine with previous sections to build the dance.</p>	<p>Composition</p> <p>Outline of Main Tasks Children to continue to develop and rehearse dance sequences focus on contrasting movements.</p>	<p>Key Vocabulary Transition</p> <p>Outline of Main Tasks Pupils rehearse all sections in groups. Focus on transitions and timing.</p>	<p>and refined through practice.</p> <p>Key Vocabulary Performance</p> <p>Outline of Main Tasks Pupils rehearse and perform the full dance. Optionally record or present to another class.</p>	<p>built in sections and refined through practice.</p> <p>Key Vocabulary Performance</p> <p>Outline of Main Tasks Pupils rehearse and perform the full dance. Optionally record or present to another class.</p>	<p>and-part, and lead-follow techniques. Dance compositions are built in sections and refined through practice. Final performances show teamwork, creativity, and control. Core Vocabulary Action – What the body does (e.g., jump, spin, travel) Level – High, medium, or low movement Pathway – The route taken through space Dynamics – The quality of movement (e.g., sharp, smooth) Unison – Moving together at the same time Meet-and-part – Coming together and separating in a dance Lead and follow – One dancer leads, others respond Contrast – Opposite movements or styles Sink and fade – A soft, downward movement Performance – Showing the dance to an audience</p>
<p>French Yr 3 only Greetings</p>	<p>New Core Knowledge Learn greetings for different times of day and how to say goodbye.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Bonjour, Salut, Bonsoir, Bonne nuit, Au revoir</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge Learn how to ask and say your name in French.</p> <p>Revisiting Core Knowledge Learn greetings for different times of day and how to say goodbye.</p> <p>Key Vocabulary Je m'appelle..., Comment tu t'appelles ?</p> <p>Outline of Main Tasks Pupils create name badges and walk around</p>	<p>New Core Knowledge Learn how to ask and answer, "How are you?" in French.</p> <p>Revisiting Core Knowledge Learn how to ask and say your name in French.</p> <p>Key Vocabulary Ça va ?, Ça va bien, Ça va très bien, Ça va pas mal, Ça va mal</p> <p>Outline of Main Tasks Pupils use emoji flashcards to match feelings to phrases.</p>	<p>New Core Knowledge Learn how to ask and answer, "How are you?" in French.</p> <p>Revisiting Core Knowledge Learn how to ask and say your name in French.</p> <p>Key Vocabulary Ça va ?, Ça va bien, Ça va très bien, Ça va pas mal, Ça va mal</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge Learn how to say yes and no in French.</p> <p>Revisiting Core Knowledge Learn how to ask and answer, "How are you?" in French.</p> <p>Key Vocabulary Oui, Non</p> <p>Outline of Main Tasks Play a "Oui ou Non?" game where pupils respond to silly questions in French. E.g., "Tu es une pizza ?" – "Non!"</p>	<p>New Core Knowledge Combine greetings, names, and feelings into a short conversation.</p> <p>Revisiting Core Knowledge Learn how to say yes and no in French.</p> <p>Key Vocabulary All from previous lessons</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge Review all vocabulary and phrases.</p> <p>Revisiting Core Knowledge Combine greetings, names, and feelings into a short conversation.</p> <p>Key Vocabulary All from previous lessons</p>	<p>Assessment end of unit quiz</p>	<p>Core knowledge Basic Greetings</p> <ul style="list-style-type: none"> Bonjour = Hello (daytime) Salut = Hi (informal) Bonsoir = Good evening Bonne nuit = Good night Au revoir = Goodbye <p>Introducing Yourself</p> <ul style="list-style-type: none"> Je m'appelle...

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	<p>Pupils match French greetings to pictures of times of day. Practise saying them with puppets or role-play cards.</p>	<p>the room introducing themselves in French. Use puppets to model a simple dialogue.</p>	<p>Practise short dialogues in pairs using different responses.</p>	<p>Pupils use emoji flashcards to match feelings to phrases. Practise short dialogues in pairs using different responses.</p>		<p>Pupils practise a full dialogue in pairs: Bonjour! Comment tu t'appelles ? Je m'appelle... Ça va ? Ça va bien, merci! Au revoir!</p>	<p>Outline of Main Tasks Children rehearse and perform a puppet show showcasing all of their learning to date.</p>		<p>= My name is... • Comment tu t'appelles ? = What's your name? Asking and Answering "How are you?" • Ça va ? = How are you? • Ça va bien = I'm well • Ça va très bien = I'm very well • Ça va pas mal = I'm not bad • Ça ne va pas / Ça va mal = I'm not okay Yes/No • Oui = Yes • Non = No Core Vocabulary Bonjour – Hello Salut – Hi Bonsoir – Good evening Bonne nuit – Good night Au revoir – Goodbye Je m'appelle – My name is Comment tu t'appelles ? – What's your name? Ça va ? – How are you? Ça va bien / très bien / pas mal / mal – I'm well / very well / not bad / not well Oui – Yes Non – No</p>
<p>Computing Networks</p>	<p>New Core Knowledge A network is a group of connected devices (wired, wireless, or both). Computers, printers, photocopiers, and other devices can be connected to a school network. Revisiting Core Knowledge</p>	<p>New Core Knowledge Internet connections can be wired or wireless. Wi-Fi is a wireless way to connect to the internet. Revisiting Core Knowledge A network is a group of connected devices</p>	<p>New Core Knowledge A router provides internet access to a network. Revisiting Core Knowledge Internet connections can be wired or wireless.</p>	<p>New Core Knowledge A server sends data, stores files, and allows access to information. Revisiting Core Knowledge Wi-Fi is a wireless way to</p>	<p>New Core Knowledge The cloud stores files on the internet, not on your device. Revisiting Core Knowledge A server sends data, stores files, and allows access to information.</p>	<p>New Core Knowledge Large files are broken into packets to be sent over a network and reassembled at the destination. Revisiting Core Knowledge</p>	<p>New Core Knowledge Review all concepts Revisiting Core Knowledge Large files are broken into packets to be sent over a network</p>	<p>Assessment end of unit quiz</p>	<p>Core Knowledge A network is a group of connected devices (wired, wireless, or both). Computers, printers, photocopiers, and other devices can be connected to a school network. Internet connections can be wired or wireless. Wi-Fi is a wireless way to connect to the internet. A router provides internet access to a network.</p>

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	<p>Key Vocabulary Network</p> <p>Outline of Main Tasks Use pupils as devices and pass a 'file' (message card) from one to another through a string network. Use arrows to show direction. Discuss how the message travels and what happens if a connection is broken.</p>	<p>(wired, wireless, or both).</p> <p>Key Vocabulary Wi-Fi</p> <p>Outline of Main Tasks Pupils role-play as data moving from a router to devices using arrows and labels. Discuss how Wi-Fi lets us connect without cables.</p>	<p>Wi-Fi is a wireless way to connect to the internet.</p> <p>Key Vocabulary Wi-Fi router</p> <p>Outline of Main Tasks Discuss how Wi-Fi lets us connect without cables. Compare the pros/cons of wired vs wireless connections</p>	<p>connect to the internet. A router provides internet access to a network.</p> <p>Key Vocabulary Server</p> <p>Outline of Main Tasks Pupils act out a server sending files to different devices. Use envelopes with "data" to simulate file sharing.</p>	<p>Key Vocabulary Cloud storage</p> <p>Outline of Main Tasks Pupils compare storing files on a USB vs. storing them in the cloud. Create a cloud collage showing files floating to servers.</p>	<p>The cloud stores files on the internet, not on your device.</p> <p>Key Vocabulary Packets</p> <p>Outline of Main Tasks Pupils cut a picture into pieces (packets), send them across the classroom, and reassemble it. Discuss why this helps with sending big files.</p>	<p>and reassembled at the destination.</p> <p>Key Vocabulary All previous vocabulary</p> <p>Outline of Main Tasks Role play as IT support – My video is buffering can they explain why this might be happening and what can I do to resolve the issue?</p>		<p>A server sends data, stores files, and allows access to information. The cloud stores files on the internet, not on your device. Large files are broken into packets to be sent over a network and reassembled at the destination.</p> <p>Core Vocabulary Network – A group of connected devices Wi-Fi – Wireless internet connection Router – Device that gives internet access Server – A computer that stores and sends data Cloud – Online storage space Packets – Small parts of a file sent over a network Wired – Connected with cables Wireless – Connected without cables Device – A piece of technology (e.g., computer, printer) Connection – How a device links to a network or internet</p>
<p>RE Muslims: How prayer and fasting help Muslims find harmony.</p>	<p>New Core Knowledge Muslims find harmony with Allah through submission. The Five Pillars of Islam guide Muslims in their faith and actions.</p> <p>Revisiting Core Knowledge What is a religion? What does it mean to worship?</p>	<p>New Core Knowledge Shahadah is saying you believe in Allah and Muhammad.</p> <p>Revisiting Core Knowledge Muslims find harmony with Allah through submission. The Five Pillars of Islam guide Muslims in their faith and actions.</p> <p>Key Vocabulary</p>	<p>New Core Knowledge Muslims pray five times a day to feel close to Allah.</p> <p>Revisiting Core Knowledge Muslims find harmony with Allah through submission. The Five Pillars of Islam guide Muslims in their faith and actions.</p> <p>Key Vocabulary Salat – Prayer</p>	<p>New Core Knowledge Muslims pray together at the mosque, especially on Fridays.</p> <p>Revisiting Core Knowledge Muslims find harmony with Allah through submission. The Five Pillars of Islam guide Muslims in their faith and actions.</p>	<p>New Core Knowledge Muslims fast during Ramadan to learn self-control and care for others.</p> <p>Revisiting Core Knowledge Muslims pray together at the mosque, especially on Fridays.</p> <p>Key Vocabulary Sawm – Fasting (not eating)</p>	<p>New Core Knowledge Ramadan and Harmony Ramadan is a special month with prayer, fasting, and giving.</p> <p>Revisiting Core Knowledge Muslims fast during Ramadan to learn self-control and care for others.</p>	<p>New Core Knowledge Muslims use the Five Pillars to live in peace and harmony.</p> <p>Revisiting Core Knowledge Ramadan is a special month with prayer, fasting, and giving.</p>	<p>Assessment end of unit quiz</p>	<p>Core Knowledge Artists use shapes as the foundation of their drawings. Observational skills help identify and replicate shapes in objects. Shading adds depth and tone to drawings. Artists use different techniques to blend and show light and dark areas. Careful observation helps artists add realistic detail. Texture and pattern can be shown through mark making. Artists combine observation with imagination.</p>

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	<p>Key Vocabulary Submission – Following guidance and rules</p> <p>Outline of Main Tasks Watch video on Five Pillars. Match each pillar to its meaning. Role-play examples of following rules. Starter and exit quizzes</p>	<p>Faith – Believing in something</p> <p>Outline of Main Tasks Watch video on Shahadah. Make a poster showing what Shahadah means. Quiz on how Shahadah helps Muslims.</p>	<p>Outline of Main Tasks Watch video showing Salat. Fill in a prayer timetable. Match prayer positions to meanings. Starter and exit quizzes.</p>	<p>Key Vocabulary Mosque – Religious building where Muslims go to pray</p> <p>Outline of Main Tasks Explore parts of a mosque. Design a mosque layout. Watch or read about Jummah prayers. Quiz on mosque features.</p>	<p>Outline of Main Tasks Watch video on fasting. Write about how fasting helps people. Fill in Ramadan fasting facts sheet. Starter and exit quizzes.</p>	<p>Key Vocabulary Ramadan – a special month when Muslims fast, pray, and help others to grow closer to Allah.</p> <p>Outline of Main Tasks Plan a Ramadan celebration. Talk about how Ramadan brings people together. Quiz on Ramadan traditions</p>	<p>Key Vocabulary Harmony – Living in peace</p> <p>Outline of Main Tasks Make a Five Pillars harmony wheel. Group presentation: “How do Muslims find peace?”</p>	<p>Line, shape, and tone can be used creatively. Digital tools can be used to create and enhance drawings. Artists use software to apply line, shape, and tone.</p> <p>Core Vocabulary Shape – A form or outline of an object. Shading – Adding light and dark areas to show depth. Texture – How something feels or looks like it feels. Imagination – Creating ideas in your mind. Digital – Using technology like computers or tablets.</p>
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