



Pear Tree Primary school

'Being Our Best Selves'

	Autumn Term	Spring Term	Summer Term
	Discoverers	Bright Lights, Big City!	Castles, knights and dragons
Entry Point	Step into Kenya	Be an architect – London Skyline	Dragon Mystery
Role play/reading corner	Step into kenya	Pudding Lane	Dragon's lair
English – reading	Main texts A River Tidy Grandpa's island The Twits Poetry Bonfire Night – Crackle spit	Main texts Rosie Revere – The Great Fire of London – Emma Adams The last wolf – Mini Grey Poetry Mustard, Custard Grumble Belly and Gravy	Main texts The king who banned the dark The Egg Dragonology Literacy shed – the dragon slayer Poetry Tell me a dragon Whole Class shared reading



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	<p>Shared reading– Autumn 1 Stories from around the world – Usborne Animals and their habitats (various information texts)</p> <p>Whole Class shared reading- Autumn 2</p> <p>The Twits</p>	<p>Whole Class shared reading</p> <p>The Baker's Boy and the Great Fire of London – Tony Bradman The Hodgeheg – Dick King Smith The fire of London – various texts See in side London</p>	<p>The Boy who Grew Dragons Castles information Text</p>
English - Writing genres	<p>Recount – summer holidays</p> <p>Fiction – narrative</p>	<p>Recount Trip to Nantwich Museum</p> <p>Fiction – Narrative</p>	<p>Recount Trip to Beeston</p> <p>Fiction – Narrative</p>



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<p>River Grandpa's island</p> <p>Information text Badgers</p> <p>Poetry Bonfire night</p> <p>Description Mr and Mrs Twit</p> <p>Diary Entry Wuggle wump</p> <p>Book Review The Twits</p> <p>Poetry Bonfire Night</p>	<p>The Hodgeheg opening The Hodgeheg description character/ setting</p> <p>Information Texts London landmarks fact files Fire of London Iberian Lynx</p> <p>Instructions How to build a bridge How to make a fruit salad</p> <p>Book Review The Hodgeheg</p> <p>Poetry Mustard, Custard Grumble Belly and Gravy</p>	<p>Description of a dragon The Egg</p> <p>Information Texts castles</p> <p>Instructions How to look after a pet dragon</p> <p>Persuasive letter The king who banned the dark</p> <p>Book Review The boy who grew dragons</p> <p>Poetry Tell me a dragon</p>
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English writing Skills-ongoing	Skills: Punctuation and grammar <ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks in sentences. • Use commas to separate items in a list. • Use apostrophes for omission. e.g. did not – didn't • Use apostrophe to show singular possession in nouns. e.g. the girl's name (as in there is 1 girl and the name belongs to her.) • choose and consistently use the correct tense – past and present. 	Skills: sentence structure: <ul style="list-style-type: none"> • Use subordination in sentences e.g. if, when, that, because. • Use coordination in sentences e.g. or, and, but • Use range of sentence types: · 'ly' starters e.g. Usually, Eventually, Finally, • Embellished simple sentences using: adjectives/2A e.g. The boys peeped inside the dark,spooky cave. • adverbs e.g. Tom ran quickly down the hill. · • Secure use of compound sentences/BOYS (Coordination) using connectives: and/ or / but / so. 	Handwriting: <ul style="list-style-type: none"> • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Form lower case letters of the correct size, relative to one another. • Begin to use the diagonal and horizontal strokes needed to join letters



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	<ul style="list-style-type: none"> • know what a noun, adjective and verb is. • Recognise whether a sentence is a statement, question, exclamation or command. • Recognise and use the terms: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma 	<ul style="list-style-type: none"> • Use expanded noun phrases in descriptive writing. 	
English reading skills ongoing	Word reading: <ul style="list-style-type: none"> • To continue to apply phonic knowledge and skills as the 	Comprehension: <ul style="list-style-type: none"> • To show understanding by drawing on what they already know or on background information and 	



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	<p>route to decode words until automatic decoding has become embedded and reading is fluent.</p> <ul style="list-style-type: none">• To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.• To accurately read most words of two or more syllables.• To read most words containing common suffixes.• To read most Y1 and Y2	<p>vocabulary provided by the teacher.</p> <ul style="list-style-type: none">• To check that the text makes sense to them as they read and to correct inaccurate reading.• To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.• To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.• To discuss the sequence of events in books and how items of information are related.• To recognise simple recurring literary language in stories and poetry.• To ask and answer questions about a text.• To make links between the text they are reading and other texts they have read (in texts that they can read independently).• To discuss and clarify the meanings of words, linking new meanings to known vocabulary.• To discuss their favourite words and phrases.
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	<p>common exception words</p> <ul style="list-style-type: none">• To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.• To reread these books to build up fluency and confidence in word reading.• To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	<ul style="list-style-type: none">• To make inferences on the basis of what is being said and done.• To predict what might happen on the basis of what has been read so far in a text.• To continue to build up a repertoire of poems learnt by heart• To recognise that non-fiction books are often structured in different ways.
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<p>Maths</p>	<p>Place value</p> <ul style="list-style-type: none"> • Read and write numbers to at least 100 in numerals and words. • Recognise the place value of each digit in a 2-digit number (tens & ones) • Identify, represent and estimate numbers using different representations including the number line. • Compare and order numbers from 0 – 100; use < > and = signs. • Use place value and number facts to solve problems 	<p>Money</p> <ul style="list-style-type: none"> • Recognise and use symbols for pounds and pence (£/p) • Combine amounts to make a particular value • Find different combinations of coins that make the same amount of money • Solve simple problems practically, including addition and subtraction and giving change. <p>Multiplication and division</p> <ul style="list-style-type: none"> • Recall and use multiplication facts for 2, 5 and 10-times tables including recognising odd and even numbers • Calculate mathematical statements for 2, 5 and 10's using multiplication and division using x, ÷ and = 	<p>fractions</p> <ul style="list-style-type: none"> • Recognise, find, name and write fractions of a length, shape, set of objects or quantity $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{4}$ and $\frac{3}{4}$ • Write simple fractions for example $\frac{1}{2}$ of 6 = 3 • Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ <p>time</p> <ul style="list-style-type: none"> • Tell and write the time to five minutes, including quarter past/to the hour. • Draw hands on a clock to show these times • Know the number of minutes in an hour and the number of hours in a day • Compare and sequence intervals of time <p>Statistics</p>
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	<ul style="list-style-type: none"> Count in steps of 2,3, 5 and 10s from any number forwards and backwards <p>Addition and subtraction</p> <ul style="list-style-type: none"> Recall and use addition & subtraction facts to 20 fluently. Derive and use related facts up to 100. Add & subtract numbers using concrete objects, pictorial representations and mentally, including two digit numbers and ones, two digit numbers and tens, two digit number and two digit number and adding 3 one digit numbers. Show that the addition of two numbers can be done in any order (commutative) and 	<ul style="list-style-type: none"> Solve problems using multiplication and division using, materials, arrays, repeated addition and mental methods. Show that multiplication of two numbers can be done in any order (commutative) but division cannot. <p>length and height</p> <ul style="list-style-type: none"> Choose and use appropriate standards of units to estimate and measure length/height (m/cm) in any direction; mass (kg/g), temperature (°C), capacity (l/ml). Use rulers, scales thermometers and measuring vessels to the nearest unit. Compare and order lengths, mass, volume/capacity and record the results using < > and = <p>Mass capacity and temperature</p>	<ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about totaling and comparing categorical data. <p>Position and direction</p> <ul style="list-style-type: none"> Use mathematical vocabulary to describe position, direction and movement including in a straight line. Distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)
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	<p>subtraction of one number from another cannot.</p> <ul style="list-style-type: none"> Solve problems with addition and subtraction: using concrete objects and pictorial representations. Include problems involving numbers, quantities and measures. Recognise and use the inverse relationship between addition and subtraction. Use this to <p>shape</p> <ul style="list-style-type: none"> Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line Identify and describe the properties of 3D shapes, 	<ul style="list-style-type: none"> Choose and use appropriate standards of units to estimate and measure length/height (m/cm) in any direction; mass (kg/g), temperature ($^{\circ}\text{C}$), capacity (l/ml). Use rulers, scales thermometers and measuring vessels to the nearest unit. Compare and order lengths, mass, volume/capacity and record the results using $<$ $>$ and $=$ 	<ul style="list-style-type: none"> Order and arrange combinations of mathematical objects in patterns and sequences.
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	<p>including the number of edges, vertices and faces.</p> <ul style="list-style-type: none"> Identify 2D shapes on the surface of 3D shapes e.g a circle on a cylinder and a triangle on a pyramid. Compare and sort common 2D and 3D shapes and everyday objects 		
Curriculum pledge	<p>Make a Daisy chain – September</p> <p>Create some wild art – make natural coloured paint.</p> <p>Paint with your feet – Christmas cards</p>	<p>Make a trail with sticks</p> <p>Make a grass trumpet</p>	<p>Explore a cave</p> <p>Climb a huge hill</p> <p>Roll down a really big Hill</p> <p>Go star gazing</p>
Science	<p>Living things and their habitats</p> <p>Topic End Points:</p> <p>I can explain all objects are either living, dead or have never been alive. Living things are plants (including seeds) and</p>	<p>Animals including humans</p> <p>Topic end points</p> <p>I can explain animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be young, such</p>	<p>Materials</p> <p>Topic End Points:</p> <p>I can explain all objects are made of one or more materials that are chosen specifically because they</p>



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	<p>animals. Dead things include dead animals and plants and parts of plants and animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers (This is a simplification, but appropriate for Year 2 children.)</p> <p>I can explain an object made of wood is classed as dead. Objects made of rock, metal and plastic have never been alive (again ignoring that plastics are made of fossil fuels).</p> <p>I can explain animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. The habitat provides</p>	<p>as babies or kittens, that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles.</p> <p>I can explain all animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. To grow into healthy adults, they also need the right amounts and types of food and exercise.</p> <p>I can explain good hygiene is also important in preventing infections and illnesses.</p> <p>Plants Topic end points I can explain plants may grow from either seeds or bulbs. These then germinate and grow into</p>	<p>have suitable properties for the task. For example, a water bottle is made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the water. When choosing what to make an object from, the properties needed are compared with the properties of the possible materials, identified through simple tests and classifying activities. A material can be suitable for different purposes and an object can be made of different materials.</p> <p>I can explain objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. For example, clay can be shaped by squashing, stretching, rolling, pressing etc. This can be a property of the material or depend on how the material has been processed e.g. thickness.</p>
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	<p>the basic needs of the animals and plants – shelter, food and water.</p> <p>I can explain within a habitat there are different micro-habitats e.g. in a woodland – in the leaf litter, on the bark of trees, on the leaves. These micro-habitats have different conditions e.g. light or dark, damp or dry. These conditions affect which plants and animals live there. The plants and animals in a habitat depend on each other for food and shelter etc. The way that animals obtain their food from plants and other animals can be shown in a food chain.</p>	<p>seedlings which then continue to grow into mature plants. These mature plants may have flowers which then develop into seeds, berries, fruits etc.</p> <p>I can explain seeds and bulbs need to be planted outside at particular times of year and they will germinate and grow at different rates. Some plants are better suited to growing in full sun and some grow better in partial or full shade. Plants also need different amounts of water and space to grow well and stay healthy.</p>	
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working scientifically	<p>Identifying and classifying</p> <ul style="list-style-type: none"> Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting. They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing. <p>Gathering and recording data</p> <ul style="list-style-type: none"> The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing. 	<p>Observing closely using simple equipment</p> <ul style="list-style-type: none"> Children explore the world around them. They make careful observations to support identification, comparison and noticing change. They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations. They begin to take measurements, initially by comparisons, then using non-standard units. <p>Performing simple tests</p>	<p>Ask simple questions and realise these can be answered in different ways</p> <ul style="list-style-type: none"> While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions. <p>Gathering and recording data</p> <ul style="list-style-type: none"> The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing. They record their measurements e.g. using prepared tables, pictograms, tally charts and bar charts.
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		<ul style="list-style-type: none"> - The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. They carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time. <p>Ask simple questions and realise these can be answered in different ways</p> <ul style="list-style-type: none"> • The children answer questions developed with the teacher often through a scenario. • The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered. 	<ul style="list-style-type: none"> • They classify using simple prepared tables and sorting rings. <p>Use observations and ideas to suggest answers to questions</p> <ul style="list-style-type: none"> • Children use their experiences of the world around them to suggest appropriate answers to questions. They are supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources. • The children recognise 'biggest and smallest', 'best and worst' etc. from their data.
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History	N/a Geography topic	Fire of London and Nanwtich <ul style="list-style-type: none"> • I understand that history can be shown in different ways e.g photos/artefacts/stories/pictures • I can ask and answer questions, choosing parts of sources (pictures/photographs/stories/artefacts) to show I know and understand key features • I understand some of the ways in which we find out about the past • I can identify different ways in which the past is represented. • I can explain what an object from the past might have been used for. • I can add 3 or more events or objects onto a timeline of the Great Fire of London/Nantwich • I can use words and phrases e.g such as 'nowadays', 'in the past', 	Battle of Hastings and Castles <ul style="list-style-type: none"> • I understand that history can be shown in different ways e.g photos/artefacts/stories/pictures • I can ask and answer questions, choosing parts of sources (pictures/photographs/stories/artefacts) to show I know and understand key features • I understand some of the ways in which we find out about the past • I can identify different ways in which the past is represented. • I can explain what an object from the past might have been used for. • I can add 3 or more events or objects onto a timeline of the Battle of Hastings • I can use words and phrases e.g such as 'nowadays', 'in the past',
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		<p>'previously'. when describing events/people from Great Fire of London/Nantwich</p> <ul style="list-style-type: none"> • I can retell the story of the Great Fire of Nantwich/London • I can recognise similarities, differences and changes in The Great Fire of London and Nantwich • I am learning about Nicholas Brown and the impact he had on The Great Fire of Nantwich • I am learning about Queen Elizabeth 1 and the impact she had on The Great Fire of Nantwich • I can use words and phrases e.g such as 'nowadays', 'in the past', 'previously'. when describing events/people from The Great Fire of Nantwich/London 	<p>'previously'. when describing events/people from the Battle of Hastings</p> <ul style="list-style-type: none"> • I can retell the story of the Battle of Hastings • I can identify several causes, motives and effects of the Battle of Hastings • I am learning about Beeston Castle and the impact it had on our local area • I am learning about the Battle of Hastings and the impact it had nationally • I can use words and phrases e.g such as 'nowadays', 'in the past', 'previously'. when describing events/people from The Battle of Hastings • I can use drama, art or writing to show Battle of Hastings
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		<ul style="list-style-type: none">• I can use drama, art or writing to show The Great Fire of Nantwich/London•	
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Geography	<p><u>Kenya</u> <u>Place Knowledge</u></p> <p>Understand the similarities and differences of a small area of the UK and a small area in a contrasting non-European Country. Stapeley and the Maasie tribe</p> <ul style="list-style-type: none"> • Can they describe some human features of their own locality, such as the jobs people do? • Can they explain how the jobs people do may be different in different parts of the world? • Can they explain what facilities a town or city might 		<p><u>Locations of castles</u></p> <p><u>Human and Physical Geography</u></p> <p>Using basic geographical vocabulary to refer to key physical and human features</p> <ul style="list-style-type: none"> • Describing the location of the Castles • Can they describe some of the features associated with an island? • Can they describe the key features of a place, using words like: beach, coast, forest, hill, mountain, ocean, valley? • Can they explain what makes a locality special?
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	<p>need? E.g. Nantwich vs Maasie Tribe</p> <p><u>Human and Physical Geography</u></p> <p>Understand the similarities and differences through human and physical features of a small area of the UK and a small area in a contrasting non-European Country. Nantwich and the Maasie Tribe</p> <ul style="list-style-type: none"> Can they describe the key physical features of the Kenyan landscapes and compare it to local physical 		<p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none"> Can they find out about a locality by using different sources of evidence? Can they find out about a locality by asking relevant questions to someone else?
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	<p>features such as local woodlands and school field?</p> <ul style="list-style-type: none">• Do they think that people ever spoil the area? How? Do they think that people try to make the area better? How? <p><u>Geographical Enquiry</u></p> <ul style="list-style-type: none">• Can they say what they like and don't like about their locality and another locality like the Kenya?• Can they label a diagram or photograph using some		
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	<p>geographical words including North, South, East and West?</p> <p><u>Around the World</u></p> <p><u>Locational Knowledge</u></p> <p>Name and locate the 7 Continents and 5 Oceans</p> <ul style="list-style-type: none">• Can they name: Asia, Africa, Europe, North America, South America, Antarctica, Oceania/Australia/Australasia ?• Can they name the: Southern, Arctic, Indian, Atlantic & Pacific Oceans?		
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- Can they find these in an atlas and on a globe?
- Can they name some major cities of England, Wales, Scotland and Ireland? E.g. Glasgow, Swansea, Londonderry
- Can they find where they live on a map?

Geographical Skills and Fieldwork

Use world maps, atlases and globes to identify the countries, continents and oceans studied in this key stage

Use aerial photographs and plan perspectives to recognize



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	<p>landmarks and basic human and physical features</p> <ul style="list-style-type: none">• Map the locality of the school building, using keys and symbols. Devise a simple map and construct a basic key• Use simple fieldwork and observational skills to study the geography of the school grounds and the key human and physical features of its surrounding environment such as the park, shops, care home, main roads, woodland and orchard		
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Art	<p>Explore and draw - wax resist drawings – animals in their habitats</p> <ul style="list-style-type: none"> • I have seen how some artists explore the world around them to help them find inspiration. • I can explore my local environment (school, home, etc) and collect things which catch my eye. • I can explore composition by arranging the things that I have collected. 	<p>Be an architect - London skyline</p> <ul style="list-style-type: none"> • I have explored the work of some architects. I have seen that they design buildings, and that “architecture” can be large, incredible buildings, or smaller places near where I live. • I can share how architecture makes me feel, what I like and what I think is interesting. • I can use my sketchbook to help me look at architecture really carefully. I have used drawings and notes. I have explored line and shape. 	<p>Stick transformation project - stick people – soldiers battle of Hastings</p> <ul style="list-style-type: none"> • I can take a familiar object like a stick, and use my imagination to think about what it might become. • I can use my sketchbook to generate ideas and to test ideas. • I can use a variety of materials to transform my object thinking about form and colour. • I can cut materials with simple tools and fasten materials together to construct my sculpture.
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	<ul style="list-style-type: none"> • I can talk about what I collected, and how and why I arranged the things I collected. • I can take photographs of my artwork and I can think about focus and light. • I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes. • I can hold an object and I can make a drawing thinking about the way the object <i>feels</i>. 	<ul style="list-style-type: none"> • I have seen how architects use their imaginations to try to design buildings which make people's lives better and I can use my own imagination when thinking about architecture I might design. • I can make an architectural model of a building around a theme thinking about form, structure and balance, and the way the model looks. • I can explore a variety of materials and explore how I can reshape the materials and fasten them together to make my model. 	<ul style="list-style-type: none"> • I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmates feedback about my work. • I can listen to my classmates talk about their own artwork and I can share my thoughts about their work. • I can take a photograph of my sculpture, thinking about focus. <p>Music and art - paint an imaginary orchestra</p> <ul style="list-style-type: none"> • I have seen how some artists are inspired by other artforms such as music. I can
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	<ul style="list-style-type: none"> • I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings. • I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work. • I can cut out and collage to explore composition. • I can talk about the work I have made with my classmates, 	<ul style="list-style-type: none"> • I have seen that I don't need to design on paper first; that I can design as I make. • I have reflected upon what I have made, shared it with others, and been able to share my thoughts about my own piece and the models of my classmates. • I can use digital media to document my work, including taking photographs and short videos. <p>Expressive painting - fire</p>	<p>share my response to their work, and listen to others.</p> <ul style="list-style-type: none"> • I can listen to sounds, and use my mark making skills to make marks in response. • I can draw from observation whilst listening to a piece of music, and let the music inspire my drawing. • I can use my imagination and work on a larger scale to make drawings of imaginative instruments, or I can use my hands to invent musical instruments made from construction materials. • I can share my work with the class.
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	<p>sharing the things I thought were successful and thinking about things I would like to try again.</p> <p>Drawing the world through mono print - Xgaoc'o X'are's mono prints</p> <ul style="list-style-type: none"> • I can make drawings using photos from films as my source material. • I can look closely guided by my teachers voice, and work in my sketchbook or on paper to make drawings using soft pencil or handwriting pen. 	<ul style="list-style-type: none"> • I have seen how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour. • I can start to share my response to the work of other artists. • I can use my sketchbook to fill full of colour and brush marks, inspired by other artists. • I can recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colours I add. 	<ul style="list-style-type: none"> • I can reflect upon what I have made and share my work with the class. I can listen to their responses to my work, and talk about my response to their work. • I can take photos of my artwork.
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	<ul style="list-style-type: none"> • I can look closely at small objects close to me and make drawings with soft pencil or handwriting pen at the same scale or size. • I can think carefully about which marks I will include in my drawing. • I can share my sketchbook work with the class and talk about what I like about my work. I can listen to others talking about their work, and sometimes I can add my thoughts. • I have seen what a mono print is and have explored the work of an 	<ul style="list-style-type: none"> • I can use various home made tools to apply paint in abstract patterns. I can be inventive. • I can make a loose drawing from a still life. • I can see colours and shapes in the still life. • I can use my gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting. • I can share my experiments and final piece with others and share what I liked and what went well. 	
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	<p>artist who uses mono print. I can share my thoughts on the artists work.</p> <ul style="list-style-type: none">• I can use carbon paper to make mono prints. I can experiment with the kinds of marks I make, and think about how they help make my drawings interesting.• I can base my drawings upon careful observational looking. I can slow down my looking and mark making and work for 5 to 15 minutes on a drawing.	<ul style="list-style-type: none">• I can enjoy the work of my classmates and I can see how all the work is different. I can share my response to some of their work.• I can take a photograph of my final piece, thinking about focus and lighting.	
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	<ul style="list-style-type: none">• I can explore a theme and make mono prints using my imagination to make my drawings personal.• I can share my work and talk about what I like, and what I would like to try again.• I can enjoy looking at the work of my classmates and sometimes I can share my thoughts about their work.• I have understood that through art, I can invent and discover.		
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	Sketch books – <i>demonstrate ideas in sketch books, can set out ideas and annotate, can talk about how artists/craft makers/designers have used colour pattern and shape, can create a piece of work in response to others artwork</i>		
D and T	<p>Textiles – Pouches – kenya inspired Maasi tribe</p> <p>Designing</p> <ul style="list-style-type: none"> I can work confidently within a range of contexts (Year Two local community, industry, wider environment). I can state what products I am designing/making. I can say whether the products are for myself or other users <p>Making</p>	<p>Building Bridges</p> <p>Designing</p> <ul style="list-style-type: none"> I can say how my products will work I can use simple design criteria to develop my ideas <i>I can use ICT (where appropriate) to develop and communicate ideas</i> I can develop and communicate ideas by talking and drawing. <p>Making</p> <ul style="list-style-type: none"> I can select from a range of tools and equipment, explaining my choices. 	<p>Mechanisms – moving picture</p> <p>Designing</p> <ul style="list-style-type: none"> <i>I can say how I will make my products suitable for intended users</i> I can generate ideas from my own experiences. I can use my knowledge of existing products to help generate ideas. <i>I can model ideas by exploring materials, kits, templates and mock—ups.</i> <p>Making</p> <ul style="list-style-type: none"> I can measure, mark, cut and shape components.



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	<ul style="list-style-type: none"> • I can follow procedures for safety and hygiene. • I can measure, mark, cut and shape components. • <i>I can use a range of components inc. construction materials, textiles, food ingredients and mechanical components.</i> <p>Evaluating Existing Products</p> <ul style="list-style-type: none"> • <i>I can Explore who products are for.</i> <p>Technological Skills</p> <ul style="list-style-type: none"> • <i>I can explain that a 3D textile product can be assembled from two identical fabric shapes</i> 	<ul style="list-style-type: none"> • I can select from a range of materials and components according to their characteristics. • <i>I can plan by suggesting what to do next</i> • I can follow procedures for safety and hygiene. • <i>I can use a range of components inc. construction materials, textiles, food ingredients and mechanical components.</i> <p>Evaluating</p> <ul style="list-style-type: none"> • I can make simple judgements about their ideas and products against design criteria. • I can talk about design ideas and what I am making. 	<ul style="list-style-type: none"> • I can assemble, join and combine components. • <i>I can use finishing techniques, including those from art and design.</i> • I can follow procedures for safety and hygiene. • <i>I can use a range of components inc. construction materials, textiles, food ingredients and mechanical components.</i> <p>Evaluating existing products</p> <ul style="list-style-type: none"> • I can explore what products are and what they are used for. • I can explore how products work and how they are used. • I can explore where products are used.
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	<ul style="list-style-type: none"> <i>I can explain the correct technical vocabulary for the projects I am undertaking</i> 	<ul style="list-style-type: none"> <i>I can suggest how their products could be improved.</i> <p>Technological skills</p> <ul style="list-style-type: none"> <i>I can explain how freestanding structures can be made stronger, stiffer and more stable.</i> <i>I can explain the correct technical vocabulary for the projects I am undertaking</i> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> <i>I can explain how to prepare simple dishes safely, hygienically and without a heat source.</i> <i>I can explain how to use cutting, peeling and grating techniques.</i> 	<p>Technological skills</p> <ul style="list-style-type: none"> <i>I can explain the simple working characteristics of materials and components.</i> <i>I can explain the movement of simple mechanisms (e.g. wheels, sliders, levers, axels).</i> <i>I can explain the correct technical vocabulary for the projects I am undertaking</i>
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		<ul style="list-style-type: none"><i>I can explain that food ingredients should be combined according to their sensory characteristics.</i> <p>Link to science – Animals including humans</p> <hr/> <ul style="list-style-type: none">I can explain that all food comes from plants and animalsI can explain that food has to be farmed, grown elsewhere (e.g. home) or caught.I can explain how to name and sort foods into the 5 groups on the eat well plate.	
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		<ul style="list-style-type: none"> I can explain that everyone should eat at least 5 portions of fruit and vegetables daily 	
Computing	Coding Internet safety Effective searches	Spreadsheets Questioning	Creating pictures Making music Presenting ideas
PSHE – My Happy Mind	Meet your brain and Celebrate	Appreciate and Relate	Engage and Relationships
PSHE – other	Healthy Lifestyles Pupils will learn - H5. simple hygiene routines that can stop germs from spreading. H6. that medicines (including vaccinations and immunisations and	Drugs, alcohol and tobacco Pupils will learn – H37. about things that people can put into their body or on their skin; how these can affect how people feel. Shared responsibilities	Economic Well-being: Money pupils will learn L10. what money is; forms that money comes in; that money comes from different sources. L11. that people make different choices about how to save and spend money.



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	<p>those that support allergic reactions) can help people to stay healthy.</p> <p>H8. how to keep safe in the sun and protect skin from sun damage.</p> <p>H10. about the people who help us to stay physically healthy.</p> <p>Keeping safe</p> <p>pupils will learn -</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).</p> <p>H31. that household products (including medicines) can be harmful if not used correctly.</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say).</p>	<p>Pupils will learn –</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them.</p> <p>L3. about things they can do to help look after their environment.</p> <p>Media literacy and digital resilience</p> <p>pupils will learn -</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others.</p> <p>L8. about the role of the internet in everyday life.</p> <p>L9. that not all information seen online is true.</p>	<p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want.</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>Mental Health</p> <p>pupils will learn -</p> <p>Changes and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p> <p>Ourselves growing and changing</p> <p>pupils will learn</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</p> <p>H27. about preparing to move to a new class/year group.</p>
PE	Games and Basic skills	Dance	Summer Sports



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<p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p> <p>Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p> <p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p>	<p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p> <p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Athletics and swimming</p> <p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p> <p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Complete an obstacle course.</p> <p>Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line.</p>
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<p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control ball.</p> <p>Vary types of throw used.</p> <p>Bounce and kick a ball whilst moving.</p> <p>Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p> <p>Know how to pass the ball in different ways.</p> <p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p> <p>Team Games</p> <p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p> <p>Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p> <p>Throw different types of equipment in different ways, for accuracy and distance.</p>	<p>Be able to maintain and control a run over different distances.</p> <p>Perform and compare different types of jumps; for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action</p> <p>Throw different types of equipment in different ways, for accuracy and distance.</p>
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	<p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully</p> <p>Understand the importance of rules in games.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Throw, catch and bounce a ball with a partner</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball.</p> <p>Vary types of throw used.</p> <p>Bounce and kick a ball whilst moving.</p> <p>Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p> <p>Know how to pass the ball in different ways.</p> <p>Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p>	<p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p> <p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>
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	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p> <p>Gymnastics</p> <p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p> <p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p>	<p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully</p> <p>Understand the importance of rules in games.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p> <p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others</p>	
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	<p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care</p> <p>Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)</p> <p>Rocking for forward roll</p> <p>Crouched forward roll</p> <p>Straight jump</p> <p>Tuck jump</p>		
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<p>Jumping jack Half turn jump</p> <p>Cat spring</p> <p>Cat spring to straddle</p> <p>Hurdle step onto springboard</p> <p>Straight jump off springboard</p> <p>Tuck jump off springboard</p> <p>Bunny hop</p> <p>Front support wheelbarrow with partner</p> <p>T-lever Scissor kick</p> <p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p>		
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	<p>Galloping</p> <p>Straight jump half-turn</p> <p>Standing balances Kneeling balances</p> <p>Large body part balances</p> <p>Balances on apparatus</p> <p>Balances with a partner Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p>		
Music	<p>What ever the weather</p> <ul style="list-style-type: none"> To use untuned percussion instruments as an 	<p>Fire Fire</p> <ul style="list-style-type: none"> To select, organise and order sounds to perform within a simple structure. 	<p>Down in the Jungle</p> <ul style="list-style-type: none"> To select, organise and order sounds to perform, suggesting how they should be



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	<p>accompaniment demonstrating pulse and rhythm;</p> <ul style="list-style-type: none"> To understand symbols can be used to represent sound; To recognise changes in dynamics. <p>Around the World</p> <ul style="list-style-type: none"> To sing songs regularly with a pitch range of do - so (a 5th / C - G) with increasing vocal control (P3) To sing short phrases independently / small groups within a singing game (P3) Change the way music is performed to reflect occasion e.g. lullaby (P3) 	<p>Suggest how they should be played and discuss effects achieved (P3)</p> <ul style="list-style-type: none"> To create rhythms using word phrases as a starting point and use these as an ostinato (C3) To use graphic scores to reflect pitch and dynamics (C3) To understand that different sounds suit different moods (U3) To comment constructively on the music produced by others and begin to use the interrelated dimensions in music in their answers (U3) To begin to recognise changes in tempo, timbre (scratchy, smooth, strings, brass), dynamics and texture (solo, multiple instruments) (L3) <p>Down to the Woods</p>	<p>played and discussing the effects achieved (P3);</p> <ul style="list-style-type: none"> To use graphic scores to reflect mood, themes, movement and character (C3); Understand that symbols can be used to represent specific sounds (U3); To identify the different parts of a song e.g. the verse and chorus (L3). <p>Moon and Stars</p> <ul style="list-style-type: none"> To select, organise and order sounds to perform, suggest how they should be played and discuss the effects achieved (P3); To compose and play simple rhythmic patterns in groups (C3); To use graphic scores to reflect mood and themes (C3);
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	<ul style="list-style-type: none">• Perform actions confidently and in time to a range of action songs (P3)• Change words to songs and rhymes whilst maintaining rhythmic patterns (C3)• Respond to the leader's directions and visual symbols for dynamics and tempo (U3)• Move to the music, responding to the mood and emotion (L3)	<ul style="list-style-type: none">• Sing songs regularly with a pitch range of do-so (a 5th / C-G) with increasing vocal control (P3)• Create music in response to a non-musical stimulus (C3)• Create rhythms using word phrases as a starting point and use these as an ostinato (C3)• Create and perform their own chanted rhythms with the corresponding stick notation (C3)• Use graphic scores to reflect pitch and dynamics (C3)• Recognise dot notation and match it to 3 note tunes played on tuned percussion (U3)• Understand that music can be structured in different ways (U3)	<ul style="list-style-type: none">• To recognise changes in pitch, tempo, dynamics, timbre and texture (L3);• To comment constructively on the music produced by others (U3).
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		<ul style="list-style-type: none"> Respond independently to pitch changes heard in short melodic phrases indicating with actions (e.g., stand up / sit down, hands high /hands low) (L3) 	
RE	<p>Christianity/Other – why are stories important in different ways & what can we learn from them?</p> <p>Explain what is a sacred text</p> <p>Explain how the Bible is seen as important to different groups of Christians.</p>	<p>Judaism – what might people learn about the story of Abraham?</p> <p>Explain why Abraham is seen as important to most Jews</p> <p>Think about what Jews could learn about God from Abraham's story.</p>	<p>Cross religious – why are leaders, symbols and artefacts important?</p> <p>Think about who leads many Christian communities.</p> <p>Explain who can lead a Jewish community.</p> <p>Identify ways in which the different Christian/Jewish communities use artefacts</p> <ul style="list-style-type: none"> I can describe at least 3 things a minister/ church leader might do.



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	<p>Think about what questions religious stories might raise.</p> <ul style="list-style-type: none"> • I can explain that the Bible is the Christian holy book (for most Christians) • I can identify different kinds of genre / writing. <p>Christianity/Other – why are stories important in different ways & what can we learn from them?</p> <p>Explain why Christmas matters to Christians.</p> <ul style="list-style-type: none"> • I can recall the main events from the Christmas Bible 	<ul style="list-style-type: none"> • I can explain why Abraham is important to both Jewish & Christian traditions • I can begin to show curiosity and ask questions about Christian, Jewish or Muslim stories • I can suggest answers in response to enquiries into religious/non-religious viewpoints. <p>Judaism – how do people choose what is right and wrong?</p> <p>Think about why do some people obey God?</p> <p>Explain why Moses did not want to do what God asked of him.</p> <p>Discuss how people choose what is right and wrong in their daily life.</p>	<ul style="list-style-type: none"> • I can describe at least 3 things a Rabbi might do. <p>Free choice enquiry – why is light such an important symbol?</p> <p>Explain why light is such an important symbol.</p> <p>Describe the different ways people of faith express their beliefs.</p> <p>Consider what do I value?</p> <ul style="list-style-type: none"> • I can raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.
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	<p>stories linking these stories with Christianity.</p> <ul style="list-style-type: none">• I can identify at least 4 aspects of how Christians celebrate Christmas and explain why Christmas might be important to them.• I can talk about who Christians say Jesus is.	<ul style="list-style-type: none">• I can identify that the Torah is a holy book for Jewish people and say how the rules in the Torah can guide a Jew in their lives.• I can explain 3 reasons why Moses found it difficult to obey God at first and the 10 commandments he was given later in life.• I can recall main events from the Easter Bible stories• I can identify at least 4 aspects of how Christians celebrate Easter and explain why Easter might be important to them.	
Trips	Reaseheath Zoo	Burwardsley – residential	Beeston