



Young Oaks	Curriculum Driver: Science	Curriculum Theme: Rock & fossils		British values: Diversity			Term: Spring 2	
L		E		A			P	
Sequence of Learning								
Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
History	Small history link: Prehistoric What do fossils tell us about the past?	Small History link – Prehistoric: Where did the fossils come from?	Significant individual: Mary Anning					
Science	Building on Y2 learning of 'Everyday Materials'.	To be able to group rocks based on observable similarities and differences. (Pre assessment task) What are the 3 main types of rocks and how are they formed?	Investigate whether rocks let water through them (permeability) Gather & Record Results observe closely TAPS : Reporting on Rocks 	To be able to group rocks according to their properties - check names using identification key Identifying, Classifying and Grouping	To be able to sort and identify different fossils. Enquiry – ask scientific questions. 	To understand what fossils are and how they are formed Enquiry - Identification and classification	To be able to know that rocks break down over time to become part of the soil mixture. Identifying, Classifying and Grouping	Children will be able to : - Compare and group together different kinds of rocks - Describe in simple terms how fossils are formed - Recognise that soils are made from rocks and organic matter
Computing	Prior learning KS1 : using computer programs to organise and display data i.e. pictograms in Y2. Develop an understanding of what a branching database is and how to create one.	To create two groups of objects separated by one attribute using yes/no questions.	To be able to identify the object attributes needed to collect relevant data into a tree structure.	To continue to develop their understanding of ordering objects/images in branching databases.	To compare the efficiency of different branching databases, and will be able to explain why questions need to be in a specific order.	To independently plan a branching database by creating a physical representation of one that will identify different types of dinosaur. -Paper	To test their branching database to make sure it is clear and correct.	Children will create and complete their own branching databases
DT	To be able to design and build a castle out of 3D nets	To understand how multiple shapes (2D and 3D) are combined to form a strong and stable structure.	To be able design a castle.	To construct 3D nets.	To construct and evaluate my final product.			
French	Colours and numbers Builds on introductory unit in Autumn Term.	Repeat and recognise numbers from 1-10 in French	Attempt to write numbers in French from 1-10, with correct spelling.	Repeat and recognise 10 colours in French.	Attempt to write colours in French from 1-10, with correct spelling.			To be able to say, read and write numbers 1-10 and most colours in French.
RE	Why do Christians call the day Jesus died 'Good Friday'? Easter This is a discrete unit and builds on previous learning in key stage 1 - 'Why does Easter matter to Christians'	<u>What happened during Holy Week?</u> To be able to recall the importance of the events in Holy Week and what they mean to Christians.	<u>How do Christians mark Easter events?</u> To be able to make simple links between the Gospel accounts and how Christians mark the Easter events in their communities.	<u>How do different Churches celebrate the events in Holy Week?</u> To be able to explain what different churches do on Palm Sunday, Good Friday and Easter Sunday and how Christians may feel on these days.	<u>What emotions do Christians show in Holy Week?</u> To be able to explore how Palm Sunday, Good Friday and Easter Sunday provoke hope, sadness and joy.	<u>Why is Good Friday referred to as 'Good'?</u> To be able to share thoughtful suggestions on why do Christians call the day their king died 'Good' Friday.	<u>What does Salvation mean?</u> To be able to explain the word 'Salvation' and how this links to the belief that Jesus saved or rescued people by showing them how to live.	Children will be able to explain why Christians call the day Jesus died 'Good Friday'. DIVERSITY links – compare other celebrations for other faiths.

RHSE	Different types of committed relationships	To understand what commitment means and why it is important.	To understand different ways that people show commitment.	To understand some changes that happen in families and how changes might affect families. e.g When parents separate	To understand how we might manage the big changes in families and how the family may feel in these changes.	To be able to discuss who may be able to help us if the changes in our family are making us worried or unhappy.		To be able to identify characteristics of healthy relationships, explain why commitment is important and to identify how changes that can happen in families may affect them.
PE	Real P.E unit 4 Creative Send & receive Partner balance	Send & receive: Recap Y1) : rolling & bounce passing large ball to a partner. Recap (y2): catch tennis ball bounce pass 2 hands then 1 hand	Send & receive: Strike/kick ball to a partner in a rally both hands/feet	Send & receive: Strike/kick 2 balls to a partner in a continuous rally both hands/feet	Partner balance: Recap (y2) hold on with both hands/1 hand and with a long base lean back hold balance then move back together	Partner balance: Hold on with both hands/one hand and with a short base, lean back, hold balance and then move back together.	Partner balance: Hold on with one hand and with a short base, lean back, hold balance and then move back together with eyes closed	To develop increased accuracy and control when sending and receiving a ball to a partner in a variety of ways. Work together to develop partner counter balances.
	Tennis: Building on skills learnt in KS1 net games. Using and applying sending & receiving & reaction skills learnt in REAL P.E.	Introducing aiming at targets and applying simple attacking /defending tactics in a competitive game	Develop aiming towards targets individually, in pairs and applying it in a team situation	Developing an understanding of ball flight with targets Introducing words and actions for forehand and backhand when sending and receiving	Introducing the upward toss of the ball and each hand doing a different action Linking upward toss to serving action and developing an overarm tap serve	Applying step patterns with hand and racket actions in combination Applying racket & ball skills in a competitive environment	Applying line judging and scoring with respect in a game situation Applying simple attacking tactics and trying to outwit their opponent in a competitive game	To be able to use ball and racket skills in a tennis game including: serving, forehand, backhand and aiming the ball. To be able to apply simple tactics to attack and defend in a competitive situation.
E-safety	Learn how to be safe and responsible online	To understand online friendships, how to use privacy settings and choose sensible passwords	To understand what information to safely share with trusted people	To understand when I should turn to a trusted adult about who this might be.	To identify and describe safe online sharing through the exploration of real-life and online identities			Pupils understand how to be safe and responsible online.

Reading Opportunities.

