



**DIXONS
ALLERTON
ACADEMY**

Dixons Allerton Academy Primary

Year 3



Child Centred

Happiness

Purpose

Respect

Trust

Achievement

Hard Work

At Dixons Allerton Academy, the Key Stage 1 Curriculum is organised into three sections:

- **Underpinning aspects of Effective Learning** (skills that happy, respectful and successful learners must have)
- **Essential Skills and Knowledge** (skills that are essential for learners in accessing the rest of the curriculum and being in a position to be successful in their future lives)
- **Specific Skills and Knowledge** (skills and knowledge that are specific to a subject or curriculum area)

Underpinning Aspects of Effective Learning	Essential Skills and Knowledge	Specific Skills and Knowledge
1. Dispositions to Learning	5. Reading	9. Science
2. Addressing an audience confidently	6. Writing	10. P.E
3. Esteem	7. Mathematics	11. Geography and Community
4. Mindfulness and Community	8. Using and Applying ICT Safely	12. History
		13. Art
		14. Design and Technology
		15. Music and Performing
		16. RE and Citizenship
		17. Computing
		18. MFL
		19. Enterprise
		20. Sitting tests and exams

Children are assessed against the learning goal statement. Goals 1 to 4 are assessed at the end of every cycle. Goals 5 to 7 are assessed at every end and mid cycle point. Goals 8 to 21 are assessed at the end of Cycle 3.

Children are assessed against the learning goal statement in its entirety. Children are assessed in a holistic way using the judgements '**entering**', '**developing**' or '**secure**'. Children can achieve '**mastery 1**' or '**mastery 2**' in goals 5 to 7. In order to be expected against the learning goal and judged to be at national expectation, children must achieve a 'secure' judgement. Those children who achieve 'mastery 2' are said to be exceeding or above national expectation.

This curriculum guidance also includes a range of things that adults can do and provide. It is a non-negotiable that at Dixons Allerton Academy Primary, children learn through purposeful and challenging provision both indoors and outdoors. What adults can do/ provide is based on a model of challenge based provision, teaching and learning. It is children's independent work in a varied range of contexts that is assessed. Children's scores in cold tasks and tests that they sit every assessment cycle is also used to accurately assess the children.

We believe that an immersive, provision based approach supports children in applying a range of skills in a range of independent contexts and in a range of meaningful and purposeful ways that all demonstrate embedded learning.

Staff must ensure that the provision that they offer is playful but challenging as well as containing a range of real life experiences that encourage children to imagine, create, problem solve, reason and apply their essential skills and knowledge in a range of independent ways.

Other documents to support planning and assessment are:

- English Curriculum Guidance
- Maths Mastery/ Inspire Maths
- Non Negotiable Booklet
- Provision Continuums (key skills to be taught in each area of provision)





When assessing children against the Learning Goal, one of the following judgements are

Below National Expectation at the end of the academic year.	<p>Entering</p> <p>The child often needs overt support and scaffolding to access the learning at a very basic level. The child may be starting to apply skills and knowledge related to the goal in independent ways but only in areas of provision that interest them and with support. When questioned or challenged, the child is demonstrating an emerging understanding of concepts with a range of gaps that need to be filled.</p> <p>In a cold task/ test, the child also scores less than 35 %</p>	<p>Also refer to P Levels where necessary.</p>
	<p>Developing</p> <p>The child is able to demonstrate the learning with overt support and prompting much of the time but is able to demonstrate some aspects of the goal in independent ways in some areas of provision that they enjoy. When directly questioned or challenged, the child can talk about their understanding of the learning but this understanding still has gaps that need to be filled.</p> <p>In a cold task/ test, the child also scores between 36 and 54%</p>	
	<p>Secure</p> <p>The child is able to demonstrate the learning in a range of independent ways; in a range of contexts and in a range of areas of provision without overt support much of the time. While learning is embedded and consistent, children may need the occasional reminder and prompting in line with the 'marking and feedback continuum' or 'peer critique continuum'. When questioned or challenged, the child can talk coherently but often in simple ways about their learning and what they have done.</p> <p>In a cold task/ test, the child also scores between 55 and 74 %</p>	
National Expectation at the end of the academic year.	<p>Mastery (1)</p> <p>The child is able to demonstrate the learning in a range of independent ways; in a range of contexts and in a range of areas of provision without overt support much of the time. The learning is thoroughly embedded and consistent which is clear when speaking to children as they interpret they have done and analyse why they have done it. The child is beginning to evaluate and critique similar learning of other children giving kind, specific and honest feedback sometimes with support.</p> <p>In a cold task/ test, the child also scores 55 and 74 % and evidence of self-correction in the test.</p>	
	<p>Mastery (2)</p> <p>The child is able to demonstrate thoroughly embedded learning in a range of independent ways; in a range of contexts and in a range of areas of provision. The learning is of a very high quality when judged against the learning goal despite there being no need at all for overt support. The child is able to interpret what they have done including analysing key features of their own learning and discussing the impact of particular strategies. The child confidently evaluates and critiques similar learning from peers and other sources and is able to give kind, specific and honest feedback against clear success criteria.</p> <p>In a cold task/ test, the child also scores 75 % + and an ability to give others verbal feedback and advice on their performance in the test (in line with peer critique continuum)</p>	

made:
 Children are assessed against these learning goals despite the cycle. Whether children are 'on track' or not can be seen from each child's individual trajectory for each year and key stage.





End of Year 3 Learning Goal 1– Dispositions to Learning

Children will be able to complete adult directed tasks independently for at least twenty minutes (i.e. sustained writing or silent reading) without the need for prompting. When completing these tasks they are resourceful and use their problem solving skills, knowing when and how to access information that will support their learning (i.e. dictionary, web based research). Children can work in groups of up to six allocating specific roles based on their awareness of each other's' strengths continuing to use compromise successfully. Children begin to take responsibility for not only self-checking their work and learning, making sure that they do so against pre-determined success criteria. They refer to success criteria to give kind, helpful and specific advice to their peers.

Step	What does the learning look like?	What can adults do/ provide?
 1	<p>Children use a range of strategies before feeling the need to ask for direct adult help in certain situations. They will ask an 'expert' or use their own resourcefulness in the first instance.</p> <p>Children respond to written feedback by suggesting how they will action their next steps.</p> <p>Children articulate what 'brilliant blue' and 'green for growth' looks like. They begin to given other children verbal feedback based on the principles of 'a star and a wish'.</p> <p>Children can suggest a suitable compromise to resolve conflict (with some adult support where needed).</p> <p>Children can confidently self-evaluate a piece of work.</p> <p>Children confidently work in a group of up to five people, listening to others, giving directions where needed, without the need for any adult intervention.</p>	<p>Praise resourcefulness and ensure that children are expected to be resourceful by not simply 'doing it for them'. Have consistently high expectations of independence.</p> <p>See the marking and feedback continuum.</p> <p>Model to children clear and effective models of verbal feedback. Praise the quality of verbal feedback by saying 'I like the way that you... Next time try...'</p> <p>Support children's conflict resolution by getting down to their level, maintaining high expectations of children speaking to each other and modelling the suggestion of a compromise.</p> <p>Praise effective self-evaluation (including proof reading).</p> <p>Ensure that children know what was good about their self-evaluation.</p> <p>Ensure that children have a range of opportunities to work in teams (i.e. building large models outside, planting, making junk models, small construction, blocks, team games and sports, mud kitchen).</p>
 2	<p>Children are able to decide who the 'leader' of the group is in certain situations. They agree on the role of the leader and what they need to do and say in order to be successful.</p> <p>Children confidently and clearly give a friend clear, positive and developmental feedback on a piece of learning with clear success criteria (i.e. a piece of writing) without the need for adult intervention.</p> <p>Children can independently use compromises to resolve conflict or potential conflict in a range of situations.</p> <p>Children research using books or ICT to either solve a problem or find something out. They instigate and then complete this independently.</p> <p>Children talk about how to be resourceful including talking about the concept of 'common sense'. They give good examples of times when they have solved a problem without the need for adult intervention.</p> <p>Children write responses to written feedback in their books.</p> <p>Children begin to plan how they will action written feedback with adult support. It may be in the form of a 'mind map'.</p>	<p>Discuss the concept of and role of a leader with the whole class. Talk about great leaders they may know (i.e. Principal, their parents if they are in a particular job role, sports team managers). Ensure that children understand that good leaders listen as well as speak clearly.</p> <p>Accurately appraise children critique of each other (see peer critique continuum).</p> <p>Create success criteria with children before a learning episode. Continually return to this criteria when feeding back to children.</p> <p>Ensure that ipads, laptops and information books are always available in provision. Encourage children to access them in order to answer questions.</p> <p>Speak to children about the concept of 'common sense'. Talk about how it is about just knowing the right, safe and considered thing to choose to do. Praise those children who demonstrate good common sense.</p> <p>Build in time at the start of each tutor group for children to write a written response to the written feedback from an adult.</p> <p>Support children in planning how they will action feedback. Model how to effectively mind map in order to plan something. Share and celebrate effective mind maps including the process of learning and the end product.</p>
 3	<p>Children work in a mixed ability groups in a range of situations. They give kind, focussed and developmental verbal feedback to their peers. When their peer is less able, an adult will help them to structure the wording of their feedback.</p> <p>Children evaluate their own learning effectively. This learning will have taken place in a range of contexts and areas of learning. Children are increasingly able to critique learning where the success criteria is less obvious (i.e. model making, clay work, testing of scientific theories)</p> <p>Children plan how they will action written feedback and write their response to feedback in their book.</p> <p>Children works in groups of up to six and with adult support begin to act as the 'scribe' for the group. They clearly collect the group's ideas in written form.</p>	<p>Identify those children who are supporting others. Ensure that you clearly and specifically praise what it is that the child is saying/ doing that is supportive and effective.</p> <p>Continually model good verbal feedback using the 'star and a wish' principle. Ask children to tell you what they liked about your verbal feedback.</p> <p>Build in time for children to evaluate their own learning. Ask them to evaluate it first before giving your own opinion or feedback.</p> <p>Ask children what their success criteria is when they are in the middle of a project (i.e. clay work). 'How will you know if this pot is a good one? What will it look like? What will you do? How will you do it?'</p> <p>Continue to encourage children to plan future improvements by mind mapping or making a list. Share and display the best ones.</p> <p>Introduce the concept of a 'scribe' as a person who marks down all the ideas that a group has. Remember, at the ideas sharing stage, 'every idea is valued'. Ensure that every idea is recorded.</p>
 4	Learning Goal	

End of Year 3 Learning Goal 2- Addressing an Audience Confidently

Children perform, present and debate within larger groups (i.e. up to 30 people). When addressing larger audiences, children demonstrate an ability to adapt the volume of their voice. When reading a story they have written, presenting a project they have worked on or performing a play they are familiar with, they begin to use intonation to convey meaning and emphasis (i.e. raised voice when reading a question, ... example). Children demonstrate an understanding of the need to make eye contact with the audience and use simple hand gestures to give expression and/ or feeling. When reading stories they have written, children use key forms of narrative and adventurous language. When presenting a project that they have worked on they use technical vocabulary that reflects the breadth of their experience and research. Children begin to use previously learned phrases (see continuum) to express opinions and debate.





Step	What does the learning look like?	What can adults do/ provide?
 1	<p>Children talk about their own opinions in a small group. They listen to the opinions of others and can identify similarities and differences between differing views.</p> <p>When speaking to a larger group, children hold their head up and ensure that their eyes and mouth can be seen by the audience. With prompting, they may adjust the position of their body.</p> <p>When speaking to a larger group, children project their voices without needing to shout. Their voice and most of the words that they use can be heard by anyone in the audience.</p> <p>Children read stories they have written to others in a small group and occasionally a larger group. Children change their voice accordingly to indicate speech or other forms of expression (i.e. reading a sentence with an exclamation mark).</p>	<p>Use any spare moments to retell the stories that children already know. Ensure that story words are displayed (see fiction continuum).</p> <p>Ensure that non-fiction words are displayed (see non-fiction continuum). Critique those children that do use these repeated phrases by saying 'I like the way that you...'</p> <p>Praise adventurous language. Display children's adventurous language and ensure that children know the impact it can have in their spoken and written word.</p> <p>Point out when children speak using a subordinate clause. 'I like your subordinate clause. That gave me more information'.</p> <p>Ensure that children speak using the language learned in the topic you are teaching. Ensure that technical vocabulary is used where possible.</p> <p>Celebrate the questions that children ask and the answers that they get (see children as researchers continuum)</p>
 2	<p>Children develop their understanding of 'a debate' by responding to others who have differing opinions by saying 'I disagree because...' or 'I think differently because...'</p> <p>Children begin to use simple hand gestures to make meaning even clearer when talking to a small or large group (i.e. pointing, raising hands, lowering hands, waving hands).</p> <p>Children require less support to ensure that their posture, body position and volume are suitable when talking to a larger group.</p> <p>Children plan presentations that they will present to their friends, teachers or parents that are based on their own independent research projects. Children will use key vocabulary when planning these presentations.</p>	<p>Ensure that ipads, laptops and information books are always available in provision. Encourage children to access them in order to answer questions.</p> <p>Ensure that children understand and use the words 'hypothesising' and 'prediction'. Praise those children that use these words.</p> <p>Build in time to look at and evaluate great performers and communicators that children are familiar with (i.e. pop stars, television presenters, authors reading some of their novels). Discuss what makes them effective (tone of voice, body language, expression, etc). Compare the traits of well-known performers to those of children. 'You reminded me of ... then' because you used said ... like ...'</p> <p>Display images and quotes of well-known performers in the classroom.</p> <p>Create a role play stage outdoors for children to practice public speaking and performing.</p>
 3	<p>Children use their peer critique skills to support other pairs of children in improving their communication skills. They identify the posture, position, facial expressions and use of hand gestures when giving feedback.</p> <p>Children readily offer to present or perform to a large group of children and do so with the need for prompting with regards to their body position, posture, facial expressions, tone of voice, volume of voice and hand gestures.</p> <p>Children can critique performances by their peers in accordance with the marking and feedback policy.</p> <p>Children continue to evaluate the communication and performance skills of well-known performers with a focus on their choice of words, range of vocabulary and intonation in their voice.</p>	<p>Ensure that children are encouraged to use their peer critique skills in order to appraise others' communication skills (see peer critique continuum).</p> <p>Discuss tone, pitch and expression with children. Ensure that they understand what these terms refer to and begin to use them accurately when they speak about their own and others' learning.</p> <p>Show children dance and singing routines that are choreographed and performed by people that they know. Discuss what makes the performance effective (or not).</p> <p>Identify those children who clearly critique the communication skills of others in line with the marking and feedback policy (see marking and feedback continuum).</p> <p>Provide a range of opportunities for children speak in increasingly large groups such as in front of the class, in front of parents and in assemblies.</p>
 4	Learning Goal	

End of Year 3 Learning Goal 3- Esteem

-Children will continue to talk about themselves in **positive** ways referring to their specific strengths, their areas of expertise, their family and where they live and come from including giving specific examples of all of these things. When given written and verbal feedback by an adult or peer, children respond positively by suggesting how they will action their next step and then doing so, actively seeking further feedback.

-Children are able to easily recall at least one area of expertise that they genuinely believe that they are the 'expert in'. They will openly talk about this area of expertise referring to key vocabulary and important concepts in ways which are easily understood by their peers and adults. They will openly demonstrate the skills associated with this area of expertise and will teach peers and adults about it by presenting, leading master classes and giving feedback (see peer critique). With adult support, children are able to talk about the concept of mastery and what it means to be 'an expert or master' in something including how to achieve mastery.

-Children demonstrate confidence by approaching unfamiliar situations or learning experiences as well as experiences that possibly evoke a negative response (i.e. a cold task or test) with openness and willingness. They are then able to talk about their feelings of this experience including how they dealt with it and approached it with adult support.

Step	What does the learning look like?	What can adults do/ provide?
 1	<p>Children naturally and openly talk about their strengths and likes with familiar people in a range of contexts throughout the day. Children openly speak about those peers that are closest to them in positive ways including their similarities, differences and why they are a good friend.</p> <p>Children respond to written feedback immediately by adapting their work (including second drafts where necessary). Children confidently ride a two wheeled bike; jump from a height up to half of their own height; hammer a nail into a piece of wood and try an unfamiliar food to demonstrate their ability to take calculated risks.</p> <p>While taking risks, children always demonstrate an understanding of how to keep themselves safe (i.e. wearing a helmet whilst on a bike). Children are able to identify what they are proud of before an adult points out something that they like.</p> <p>Children confidently serve themselves and others at family dining without the need for direct adult supervision. Children develop peer critique skills in line with the peer critique continuum.</p>	<p>Continually ask the children to talk about what they have achieved and what they are proud of with regards to their learning. Ask children to talk about their similarities and differences. Discuss the concept of a good friend and talk about why. Listening, being helpful but honest and being positive may all feature.</p> <p>Encourage children to create second (and sometimes even third) drafts. Display the original attempt with the second draft and compare the two. Ensure that two wheeled bikes are appropriately sized and do not compromise good posture. Ensure that risk assessments are in place and children always follow safety precautions.</p> <p>Ask children to evaluate their own learning and pick out something that they are proud of before you give an opinion. This may include the child proof reading their writing. Ensure that all adults understand the importance of not serving children at family dining. Lead teachers to quality assure this at all times. See peer critique continuum.</p>
 2	<p>Children present to a familiar group about something that they are proud of. They refer to the feeling of pride and what is specifically significant about their achievement. Children respond to both written and verbal feedback by planning their intended actions with increasing independence.</p> <p>Children encourage a less confident peer to take a risk. This encouragement may include motivational language as well as supporting them in knowing it is a safe and calculated risk. Children articulate their understanding of the terms tolerance and respect. They identify these things in the case studies of famous people of famous events that they are exposed to.</p>	<p>Discuss pride regularly. Ensure that children understand what pride is and feels like. Discuss it as a motivation for future success.</p> <p>Support children in planning their response to written or verbal feedback by mind mapping. Share and display the best mind maps. Model to children how to support somebody in taking a risk. Point out the safety precautions; support them to begin with and even show them first if necessary. Also talk about the importance of positivity after you have supported somebody in taking a risk.</p> <p>Discuss tolerance and respect regularly as a whole class. Ensure that children thoroughly understand what these terms mean and what they look like in action.</p>
 3	<p>Children begin to identify how they have demonstrated tolerance and respect in their school life. They compare this to the great people or events that they have studied. Children articulate the importance of healthy eating both in the classroom and at family dining. With adult support, they can articulate the importance of different food types in their diet. They begin to identify these at the dinner table.</p> <p>Children discuss a range of their achievements in learning mentor meetings. They talk about pride, how it feels and how it motivates them to continue to improve. Children discuss a next step and how they plan to action this next step including thoughtful planning in learning mentor meetings.</p>	<p>Ensure that children engage with case studies of great figures who have demonstrated tolerance and respect. Refer to these regularly when appraising how children act and behave in lessons. Speak to children regularly at family dining about healthy eating. Discuss the different food types that are available (i.e. carbohydrates, sugars, fats)</p> <p>Ensure that learning mentor meetings are conducted in line with the learning mentor continuum. Discuss children's ability to effectively mind map in learning mentor meetings.</p>
	Learning Goal	





End of Year 2 Learning Goal 4- Mindfulness and Community

-Children demonstrate intrinsic happiness in school by responding to specific praise with pride when given without the need for extrinsic reassurance. They also demonstrate this intrinsic happiness by beginning to actively seek what they can now improve on from adults and peers displaying the attitude that we should 'always be improving' and 'nothing is ever perfect'.

-Children are able to talk about feelings of joy and happiness that they have experienced in school and with support can recall these from home. These explanations include describing what specifically made the experience joyful or euphoric. This will often include reference to humour, a challenge to be completed, an obstacle that was overcome or an element of surprise.

-Children demonstrate an obvious sense of purpose for the majority of their time in school. This is characterised by the choices that they make throughout the school day (i.e. taking responsibility for themselves and sometimes others and making good decisions with little support). They will be clearly absorbed in what they are doing and can remain absorbed for up to 20 minutes without being distracted.

-Children will be able to talk about their school community (i.e. class) positively and begin to talk about their role in this community including what they add to it. They will begin to demonstrate collective responsibility in things like advising others as to a good choice that they could make, choosing to tidy mess that they didn't make or making suggestions to a larger group as to what the collective could do to make the community an even more positive place to be and learn.

Step	What does the learning look like?	What can adults do/ provide?
 1	<p>Children openly ask how they can improve their work or learning before this feedback is offered. Children talk about what makes them happy in school and why. They may talk about how being challenged led to them feeling happy and motivated.</p> <p>Children are quiet and focussed in the indoor environment. They need little direction when making simple choices in environments that are familiar to them. Children remain absorbed for at least 15 minutes in a learning opportunity that they may have chosen or that is chosen for them.</p> <p>Children are polite and respectful around school without the need for any prompting. These choices demonstrate an embedded sense of purpose. Children understand that a 'community' is a group of people who work together to care for and respect each other.</p> <p>Children identify one good choice they made that day. This choice will be increasingly selfless (i.e. picking up a piece of rubbish on the floor).</p>	<p>Ensure that the marking and feedback continuum is always adhered to and that verbal feedback is always offered. Ensure that feedback is kind, positive and helpful. Regularly ask children about what challenges them and how these challenges make them feel.</p> <p>Give positive feedback to those children who demonstrate a refined sense of purpose when in school. Provide a range of opportunities for children to remain absorbed (i.e. non negotiable tasks that require concentration –clay work, wood work).</p> <p>Ensure that when children are independently polite and positive that they are praised on a one-to-one basis rather than in front of the whole group. Refer regularly to 'community' and talk about the classroom and school as being a community.</p> <p>Ask children to identify a positive choice that they made and why. Ask other children to give an opinion or critique that choice and how the choice was actioned.</p>
 2	<p>Children identify a challenge that they will undertake that day and demonstrate a sense of excitement about that prospect.</p> <p>Children naturally talk about 'improvements' and 'nothing being perfect' in positive terms and use this language when offering peer critique. As well as making positive choices themselves, children are able to advise other members of their class community as to a positive choice that they could make (i.e. showing more respect when listening).</p> <p>Children can be absorbed for 20 minutes on any activity chosen by themselves or someone else. With prompting, they can manage distractions. Children talk about their classroom community and begin to talk about the roles and responsibilities that people have (i.e. that person cheers me up, that person is an expert gardener)</p>	<p>Include asking children about a challenge they will undertake for that day in the morning routine. Ask as they walk through the door. Report back to parents at the end of the day.</p> <p>Carefully follow guidance in the peer critique continuum. Give the respect award to children who make positive choices as identified in this goal.</p> <p>Regularly refer to 'managing distractions' and the benefits of doing so. Refer to the classroom as 'a community'.</p>
 3	<p>Children are fully absorbed in an activity for at least 20 minutes. They manage a range of distractions as they may arise. Children begin to talk about how they can make their classroom community an even more positive and productive place to learn and play.</p>	<p>Talk about the concept of 'absorption' and how it can help us to learn.</p> <p>Hold debates and discussions as to what would make our classroom and school community a better and more positive place. Discuss them at assembly.</p>
 4	Learning Goal	

End of Year 3 Learning Goal 5- Reading (Love of reading, word reading, comprehension)

Plan and Assess using the Key Objectives for Year 3.

End of Year 3 Learning Goal 6- Writing (Writing for a purpose, composition, transcription, spelling, handwriting)





Plan and Assess using the Key Objectives for Year 3.

End of Year 3 Learning Goal 7- Mathematics

Plan and Assess using Inspire Maths Guidance as directed in children’s work books. Also see Key Objectives for Year 3

End of Year 3 Learning Goal 8- Using and Applying ICT Safely

Children will be able to use a range of handheld devices to capture, process, evaluate and improve their learning on a day to day basis. They will use these devices to [research](#) and problem solve and use specific applications for specific purposes in line with their independent project work. The use of ICT to enhance and complete projects will be supported by an adult. They will complete these tasks whilst talking about a range of ways to keep themselves safe when online at home and at school including an ability to suggest and remember more secure passwords as well as talk about the importance of password security.

Step	What does the learning look like?	What can adults do/ provide?
	<p>Children will be able to access documents and photographs and print them with increasing independence. Children will remember their password without the need for a reminder. Children will always use a safe search engine when searching on the internet.</p>	<p>Ensure that children have access to a range of documents that are to be used by them. Talk about the importance of organising files and images in clearly labelled folders.</p>
	<p>Children take photographs with cameras and ipads to enhance their learning independently including recording their learning. Children will use heat sensors and readers in the outdoor area to test a range of predictions and hypothesise.</p>	<p>Ensure that ipads and cameras are available continuously both indoors and outdoors. Model how to use heat sensors and how to use this information to plan to change things.</p>
	<p>Children suggest an increasing range of ways to select a safe password. They articulate why we need safe passwords.</p>	<p>Remind children the process of selecting a safe password.</p>
	Learning Goal	

Area Of Learning	End of Year 2 Learning Goal	What can adults do/ provide?
09 Science	<p>*Also see Year 3 Programme of Study for content coverage (Plants, Animals including humans, rocks, light and forces/ magnets).</p> <p>-Children will investigate, explore, enquire and talk about everyday phenomena and the relationships between living things and familiar environments. They will talk about the observations that they make and the patterns that they notice (including changes), grouping and classifying of living and non-living things and explain their scientific thinking clearly.</p> <p>-Children will carry out comparative and fair tests discussing why they have made decisions about the test that they are due to undertake. Children will then draw simple conclusions using some scientific words (in line with word banks and the non-fiction talk for writing continuum). When reading about a test or writing about a test that they have completed, all scientific words and vocabulary related to the unit of work will be read or spelt correctly.</p> <p>-Children will begin to use secondary sources of information (online, in non-fiction books or by asking an expert) to make predictions about a test that is to be undertaken.</p> <p>-With adult support, children will begin to report on and record their findings from enquiries by creating, written reports, simple graphs, charts, labelled diagrams and tables. With support children will use these findings to present to a small group before seeking peer critique.</p>	See unit overviews
10 PE	<p>Children will be able to apply their running, jumping, throwing and catching skills in a range of independent and collaborative contexts whilst ensuring that rules are followed with little support from an adult. They will participate in competitive team games (football, hockey, cricket, rounders and basketball) whilst talking about tactics and rules as well as offering peer critique to other children about the techniques they have learned (i.e. how to effectively 'shoot a hoop').</p>	
11 Geography and Community	<p>-Children will be able to identify and compare key features of different parts of the United Kingdom whilst identifying Yorkshire and different parts of Bradford within Yorkshire. Children will be able to identify, describe and discuss what they know about Shipley, Haworth and Saltaire and compare these towns to Allerton, Bradford city centre and other parts of the world. They will begin to describe key topographical features of these areas (hills, mountains, canals and rivers). They will collect samples from each area that they investigate in the form of physical samples of photographic evidence and use these samples to compare and contrast.</p> <p>-They will compare what they know about Bradford to another European country of their own interest. Children will apply all of the above knowledge by drawing, reading and interpreting maps which include labels and symbols in a key whilst accurately using simple compass directions (north, south, east, west) and locational/ directional language (left, right, far left, far right).</p>	
12 History	<p>-Children will research and find out about the historical importance of Bradford in the last 200 years and how the history of Bradford including key historical figures has positively impacted upon modern life. Children will learn about the part that Bradford played in the Industrial Revolution and Sir Titus Salt (i.e. their grandparent's lifetimes) including asking and answering questions, recording their findings and with support being able to consider and interpret two different opinions.</p> <p>-Children will compare the lives and experiences of people 200 years ago to those of people now (i.e. the experience of an 8 year old at school)</p> <p>-Children will study another historical event in their parents' lifetimes and use this opportunity to establish a clear narrative using key language in line with the non-fiction talk for writing continuum. They will formulate questions to be answered by a real life character from history and then use the answers from these questions to talk about change and cause (i.e. Bradford City's promotion to the Premier League in 1999 – interviewing a member of the team)</p>	
13 Art	<p>-Children are working within the final step of the clay work and 'art and artistry' continuums and have demonstrated the range of skills and process within the Year 3 continuum including using the technical vocabulary learned.</p> <p>-They will learn about the life and work of artists within the Year 3 continuum as they learn certain related skills. They refer to the skills learned in Year 2 and in previous year groups when creating original drawings, paintings and sculptures.</p> <p>They will create drafts of their sketches and collect art work in a sketchbook. They will create second and sometimes third drafts of sketches and drawings after seeking peer critique.</p>	

14. Design and Technology	<p>-Children are working within the final step of the woodwork and box modelling/ moving parts continuums and have demonstrated the range of skills and process within the Year 3 continuum including using the technical vocabulary learned.</p> <p>-Children will take responsibility for designing, creating and constructing using the 'design thinking' model to carefully plan and evaluate an independent project as well as projects directed to them by an adult.</p>	
15 Music and Performing	<p>Children will be able to use instruments and their voices at a range of pitches, volumes and tempos with increasing accuracy, control and expression by repeating and learning songs, rhymes and chants as well as making up their own. They will begin to use music-specific vocabulary to describe what they hear/play and understand staff and other musical notations. They will begin to develop an understanding of the history of music.</p>	
16 RE and Citizenship	<p>Children will begin to use their understanding of the four main religions including core beliefs and places of worship and comparing similarities and differences to think about, discuss and answer enquiry based questions about these religions. They will use what they have learned about key texts, places of worship, key values and refer to further research to answer an enquiry based question.</p> <p>*Ensure that each unit of work has one RE enquiry based question to be answered.</p>	
17 Computing	<p>When working with coding Apps and programmable systems (Alex,), children will analyse their algorithm (set of instructions/ commands) and be able to identify the point at an error will occur (debugging). They will be able to fix these problems before setting their program to run. Using a coding App such as Scratch, the children will be able to create simple algorithms for more than one character, resulting in a simple event taking place. They will alter variables (speed, distance, volume) but ensure that each algorithm works simultaneously to illustrate a simple interaction.</p>	
18 MFL	<p>They will be able to continue to count to 20 in French and German. They will be able to say key words and phrases in French as well as asking and answering simple one part questions that are routine based (i.e. 'Do you like potatoes?') .</p>	
19 Enterprise, Entrepreneurism and Sustainability	<p>Children will be able to discuss their original ideas when creating models, sculptures, pieces of art and money making projects with their peers and plan with an end product in mind. Their original ideas will often be as a result of a problem to be solved or demand for a product. They will test, evaluate and improve the suitability of their products in a range of ways including experimenting as well as collecting and using peer critique as a means of improving their product They will begin to publish and produce their product considering advertising, packaging and labelling with a target audience in mind.</p>	
20 Sitting Tests/ Exams and Managing Pressure	<p>Children will be able to talk about why they are tested and how these tests make them feel as well as recalling their experience of previous tests that they have sat. They will practice testing in a range of playful and formal ways including cold tasks, peer spelling tests, role play writing/ reading/ calculation tests and then begin to talk about and evaluate their own performance including beginning to set performance targets.</p>	