



Medium Term Planning – Class 2- Spring Term 2

Key dates/ themed days:

3rd March- World Book Day

8th March- International Women's Day

18th March- Red Nose Day

National Curriculum Links Learn more, know more, remember more	History	Music	Computing	Design Technology	Art and Design	P.E.	Science	Geography
	Significant historical events, people and places in their own locality- Industrial Revolution	Play tuned and untuned instruments musically - Violin lessons	Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.	Generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	Share ideas using drawing, painting and sculpture. Explore a variety of techniques.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities Trigolf and Orienteering	Living things Identify and name plants and animals' Look at classification keys	Use aerial photographs. Use fieldwork and observational skills
Lesson 1	Timeline of the Industrial Revolution	Violin lessons	Social networking- Is it good or bad?	Clifton Suspension Bridge project: Plan	Black British History- Women: Fanny Eaton	Trigolf	Living, Dead and Never Alive	

Knowledge and Skills	<p>Skills: I can explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”. (Yr1) - I can recount the main events from a significant event in history. (Yr2) - I can use a timeline to place historical events in chronological order. (Yr3)</p> <p>Knowledge: Children will be learning all about the Industrial Revolution and its impact in British history (Yr1). They will use the knowledge learnt to create a timeline of events that started the Industrial Revolution. (Yr2/3)</p>	<p>Skills: - I can: control playing instruments so they sound as they should; use pitch changes to communicate an idea; start to compose with two or three notes. (Yr1) - I can play notes on instruments clearly and including steps/ leaps in pitch. (Yr2) - I can sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). (Yr3)</p> <p>Knowledge: Over this half term, children will learn a range of notes on the violin (Yr1). They will understand how to control the pitch and change in notes on the violin (Yr2). By the end of the unit, children should know how to play a range of notes on the violin to create and perform a tune. (Yr3)</p>	<p>Skills: - I can know how to use the internet for learning and communicating with others, making choices when navigating through sites. (Yr1/2) - I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school. (Yr3)</p> <p>Knowledge: Children will be using the Purple Mash activity, Social Networking: Is it good or bad? Activity to understand how to communicate safely (Yr1/2). They will understand how social networking can be dangerous but take the right steps to communicate safely online (Yr3).</p>	<p>Skills: - I can use simple design criteria to help develop their ideas. (Yr1) - I can explore how products have been created. (Yr2) - I can identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. (Yr3)</p> <p>Knowledge: Children will be using their historical knowledge on IKB bridge design (Yr2/3) to plan a small working model of the bridge. They will be provided with a criteria and example to create a plan for their bridge designs (Yr1).</p>	<p>Skills: - I can experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks. (Yr1) - I can investigate pattern and texture by describing, naming, rubbing and copying. (Yr2) - I can experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc. (Yr3)</p> <p>Knowledge: Children are to use one of Fanny’s modelling photos to create a portrait using crayon to add an abstract twist to her portraits. (Yr1/2/3)</p>	<p>Skills: - Pupils should be taught to master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities: I can move with control and care; copy and remember actions. (Yr1) - Pupils should be taught to master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; I can copy and remember actions; I can repeat and explore actions with control and coordination. (Yr2/3)</p> <p>Knowledge: Over the first part of the half term, pupils will be learning the game, Trigolf. They will understand the rules and techniques involved in the game with a focus on teamwork. (Yr1/2/3)</p>	<p>Skills: - I can identify and classify. (Yr1) - I can explore and compare the differences between things that are living, dead, and things that have never been alive. (Yr2) - I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. (Yr3)</p> <p>Knowledge: Children are to understand what it means to be living, dead and never alive (Yr2). They will record their knowledge using sorting hoops (Yr1) and provide definitions of the scientific terms. (Yr3)</p>	
Lesson 2	Impact of the Industrial Revolution	Violin lessons	Communication- Email	Clifton Suspension Bridge project: Create		Trigolf	Local Habitats	Golden Gate Bridge vs Clifton Suspension Bridge

Knowledge and Skills	<p>Skills:</p> <ul style="list-style-type: none"> - I can identify different ways in which the past is represented. (Yr1) - I can recount the main events from a significant event in history. (Yr2) - I can explore the idea that there are different accounts of history. (Yr3) <p>Knowledge:</p> <p>Using knowledge learnt in the previous lesson, children will gain more understanding on how the Industrial Revolution impacted Britain. (Yr2) They will focus on how there are different recounts of the Industrial Revolution and whether it had a positive or negative impact (Yr3). By the end of the lesson, they will produce a pros and cons list on the impact of the Industrial Revolution. (Yr1)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can: control playing instruments so they sound as they should; use pitch changes to communicate an idea; start to compose with two or three notes. (Yr1) - I can play notes on instruments clearly and including steps/ leaps in pitch. (Yr2) - I can sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). (Yr3) <p>Knowledge:</p> <p>Over this half term, children will learn a range of notes on the violin (Yr1). They will understand how to control the pitch and change in notes on the violin (Yr2). By the end of the unit, children should know how to play a range of notes on the violin to create and perform a tune. (Yr3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can send and receive email as a class (Yr1/2) - I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school. (Yr3) <p>Knowledge:</p> <p>Children will be using the Purple Mash activity, 2Email function to progress their learning and put their knowledge to the test on communicating online with their peers in a safe manner (Yr1/2). As a challenge, children will recall and list different platforms they could use and how to use them safely to communicate with others. (Yr3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can select from a range of materials and components according to their characteristics. (Yr1/2) - I can use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. (Yr3) <p>Knowledge:</p> <p>Children will be taking their designs and making them use a range of wood and tools. They will have to select and build models that can with stand substantial weight. (Yr1/2) There will also be a challenge for the old children to make one aspect of the bridge mechanical. (Yr3)</p>		<p>Skills:</p> <ul style="list-style-type: none"> - Pupils should be taught to master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities: I can move with control and care; copy and remember actions. (Yr1) - Pupils should be taught to master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; I can copy and remember actions; I can repeat and explore actions with control and coordination. (Yr2/3) <p>Knowledge:</p> <p>Over the first part of the half term, pupils will be learning the game, Trigolf. They will understand the rules and techniques involved in the game with a focus on teamwork. (Yr1/2/3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can use their observations and ideas to suggest answers to questions. (Yr1) - I can identify that most living things live in habitats to which they are suited. (Yr2) - I can use straightforward scientific evidence to answer questions or to support their findings. (Yr3) <p>Knowledge:</p> <p>Photos of local habitats within Burton Salmon will be available for children to view with local wildlife pictures. Children will be asked to use their knowledge on habitats to place the wildlife in the correct habitats. (Yr1/2) Children should be able to provide explanation to their placement of wildlife to their habitats. (Yr3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (Yr1) - I can understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Sierra Leone and Germany. (Yr2/3) <p>Knowledge:</p> <p>Children will conduct research online to compare and contrast the two bridges to identify similarities and differences. (Yr1) Following their research, children will present a table of similarities and differences between the two bridges. (Yr2/3)</p>
	Lesson 3	How has the		Fact or Fake?		Trigolf		Compare and contrast

	Industrial Revolution affected our world today?	Violin lessons		Clifton Suspension Bridge project: Evaluate	Black British History- Women: Fanny Eaton		Microhabitats	Bristol, UK and Boston, US
--	---	----------------	--	---	--	--	---------------	----------------------------

Knowledge and Skills	<p>Skills:</p> <ul style="list-style-type: none"> - I can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was. (Yr1) - I can describe the differences between then and now. (Yr2) - I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. (Yr3) <p>Knowledge:</p> <p>Children will explore a range of resources including pictures, articles etc. (Yr3) to gain an understanding on how the IR has affected our country today (Yr1). By the end of the lesson, pupils will record facts about the affects it has had on Britain today and in the past. (Yr2)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can: control playing instruments so they sound as they should; use pitch changes to communicate an idea; start to compose with two or three notes. (Yr1) - I can play notes on instruments clearly and including steps/ leaps in pitch. (Yr2) - I can sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). (Yr3) <p>Knowledge:</p> <p>Over this half term, children will learn a range of notes on the violin (Yr1). They will understand how to control the pitch and change in notes on the violin (Yr2). By the end of the unit, children should know how to play a range of notes on the violin to create and perform a tune. (Yr3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can know that websites sometimes include pop-ups that take them away from the main site. (Yr1) - I can begin to evaluate websites and know that everything on the internet is not true. (Yr2) - I can recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content. (Yr3) <p>Knowledge:</p> <p>Children will learn what makes a website reliable or unreliable (Yr1) and why website creators may publish untrue facts (Yr2). They will use the 'Fact or Fake' activity on Purple Mash to record their knowledge on accurate and inaccurate websites. (Yr3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can explore what they like and dislike about products. (Yr1) - I can explore what materials products are made from. (Yr2) - I can identify the strengths and areas for development in their ideas and products. (Yr3) <p>Knowledge:</p> <p>Following the building of their model bridges, children will recall features of the design and build that they: liked; disliked (Yr1); what they used to make the product (Yr2) and areas where their design excelled and where it can be improved. (Yr3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading. (Yr1) - I can work safely with materials and tools. (Yr2) - I can use clay or everyday materials to construct a sculpture. (Yr3) <p>Knowledge:</p> <p>Much like other artists, children will use Fanny Eaton as their muse to create a sculpture of her using clay (Yr3). They will use a range of techniques and tools to work the clay into a sculpture. (Yr1/2)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - Pupils should be taught to master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities: I can move with control and care; copy and remember actions. (Yr1) - Pupils should be taught to master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; I can copy and remember actions; I can repeat and explore actions with control and coordination. (Yr2/3) <p>Knowledge:</p> <p>Over the first part of the half term, pupils will be learning the game, Trigolf. They will understand the rules and techniques involved in the game with a focus on teamwork. (Yr1/2/3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can use their observations and ideas to suggest answers to questions. (Yr1) - I can identify and name a variety of plants and animals in their habitats, including micro-habitats. (Yr2) - I can report on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions. (Yr3) <p>Knowledge:</p> <p>Pupils are to be provided with clipboards and magnifying glasses to identify microhabitats on the school grounds. (Yr2) They will use their observations to identify the microhabitats of common insects. (Yr1/3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Sierra Leone and Germany. (Yr1/2) - I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Yr3) <p>Knowledge:</p> <p>Children will be using a range of geographical resources, such as maps and atlases (Yr3) to identify the similarities and differences between Bristol, UK and Boston, US. By the end of the session, children will produce a Venn diagram to map out the similarities and differences between the two cities. (Yr1/2)</p>

Lesson 4	Summative presentation- Was the Industrial Revolution good or bad?	Violin lessons	Introduction to coding- Chimp level games (Purple Mash)	Up-levelling the Clifton Suspension Bridge: Plan		Orienteering	Microhabitats- Building a bug hotel	
----------	--	----------------	---	--	--	--------------	-------------------------------------	--

Knowledge and Skills	<p>Skills:</p> <ul style="list-style-type: none"> - I can look at books, videos, photographs, pictures and artefacts to find out about the past. (Yr1) - I can look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. (Yr2) - I can use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. (Yr3) <p>Knowledge:</p> <p>Children are to use their inferencing skills to annotate an unseen photograph of the IR. They will use their knowledge on the IR to make accurate assumptions about the source. (Yr 1/2/3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can: control playing instruments so they sound as they should; use pitch changes to communicate an idea; start to compose with two or three notes. (Yr1) - I can play notes on instruments clearly and including steps/ leaps in pitch. (Yr2) - I can sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). (Yr3) <p>Knowledge:</p> <p>Over this half term, children will learn a range of notes on the violin (Yr1). They will understand how to control the pitch and change in notes on the violin (Yr2). By the end of the unit, children should know how to play a range of notes on the violin to create and perform a tune. (Yr3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I am able to create a simple series of instructions - left and right. (Yr1) - I am able to predict the outcomes of a set of instructions. (Yr2) - I can experiment with variables to control models. (Yr3) <p>Knowledge:</p> <p>Children are to experience the world of coding using the Purple Mash Chimp program. (Yr1/2/3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can use simple design criteria to help develop their ideas. (Yr1) - I can model ideas by exploring materials, components and construction kits and by making templates and mock-ups. (Yr2) - I can improve upon existing designs, giving reasons for choices. (Yr3) <p>Knowledge:</p> <p>Using their knowledge on bridges around Britain (Yr1), children are to plan to incorporate a mechanical aspect to their Clifton Suspension Bridge models (Yr3). Children are to create a sketch/ mock-up of their bridge and how they plan on improving it. (Yr2)</p>		<p>Skills:</p> <ul style="list-style-type: none"> - I can move with control and care and copy and remember actions. (Yr1) - I can copy and remember actions and can repeat and explore actions with control and coordination. (Yr2) - I can select and use the most appropriate skills, actions or ideas and move and use actions with co-ordination and control. (Yr3) <p>Knowledge:</p> <p>For the second part of the half term, children will be learning all things orienteering. They will understand the key knowledge involved in the action of orienteering; again, with a focus on how to work as a team. (Yr1/2/3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can observe closely, using simple equipment and measurement. (Yr1) - I can identify and name a variety of plants and animals in their habitats, including micro-habitats. (Yr2) - I can use straightforward scientific evidence to answer questions or to support their findings. (Yr3) <p>Knowledge:</p> <p>Children are to use their knowledge on microhabitats to create a bug hotel on the school ground that will cater to a range of insects needs for a habitat (Yr2). Over the coming weeks, children will observe and record activity that occurs in the bug hotel. (Yr1/3)</p>	
----------------------	---	---	--	---	--	---	---	--

Lesson 5	Black British History- Women: Phillis Wheatley: Research	Violin lessons	Progression in coding- Gibbon level games (Purple Mash)	Up-levelling the Clifton Suspension Bridge: Adding a mechanical aspect		Orienteering	World Habitats	Our capital city: What is London like?
Knowledge and Skills	<p>Skills:</p> <ul style="list-style-type: none"> - I can understand the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (Yr1) - I can use a wide range of information to answer questions. (Yr2) - I can suggest suitable sources of evidence for historical enquiries. (Yr3) <p>Knowledge:</p> <p>Children are to be shown and introduced to the name of Phillis Wheaton. (Yr1) They will work collaboratively to create research questions. Additionally, they will suggest sources to answer their research questions about Phillis Wheaton and how to record the knowledge learnt. (Yr2/3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can: control playing instruments so they sound as they should; use pitch changes to communicate an idea; start to compose with two or three notes. (Yr1) - I can play notes on instruments clearly and including steps/ leaps in pitch. (Yr2) - I can sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). (Yr3) <p>Knowledge:</p> <p>Over this half term, children will learn a range of notes on the violin (Yr1). They will understand how to control the pitch and change in notes on the violin (Yr2). By the end of the unit, children should know how to play a range of notes on the violin to create and perform a tune. (Yr3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can understand forwards, backwards, up and down. (Yr1) - I am able to test and amend a set of instructions. (Yr2) - I am able to give an on-screen robot directional instruction. (Yr3) <p>Knowledge:</p> <p>Children are to progress onto the Gibbon level of coding on Purple Mash to progress their coding knowledge. (Yr1/2/3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). (Yr1) - I can select from a range of materials and components according to their characteristics. (Yr2) - I can use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. (Yr3) <p>Knowledge:</p> <p>Using their plan, children will select materials and tools to add improvements to their bridge models (Yr2). There will be materials such as hinges, cogs, lights, batteries etc. for children to select to add improvements to their bridges (Yr1/3).</p>		<p>Skills:</p> <ul style="list-style-type: none"> - I can move with control and care and copy and remember actions. (Yr1) - I can copy and remember actions and can repeat and explore actions with control and coordination. (Yr2) - I can select and use the most appropriate skills, actions or ideas and move and use actions with co-ordination and control. (Yr3) <p>Knowledge:</p> <p>For the second part of the half term, children will be learning all things orienteering. They will understand the key knowledge involved in the action of orienteering; again, with a focus on how to work as a team. (Yr1/2/3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can gather, record and communicate data and findings to help in answering questions. (Yr1) - I can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (Yr2) - I can make decisions, asking relevant questions and using different types of scientific enquiries to answer them (Yr3) <p>Knowledge:</p> <p>Using topic books and internet access (Yr1/3), children are to research different animal habitats around the world and how those habitats meet animals needs. (Yr2) Children are to record their findings in their books.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - I can ask geographical questions [i.e. 'What is it like to live in this place?']. (Yr1/3) - I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (Yr2) <p>Skills:</p> <p>Children will be learning all the key and physical characteristics that make up England's capital city (Yr2). There will be an open discussion for children to be curious and ask their own questions about the city. Throughout discussion, we will be recording their questions and answers. (Yr1/3)</p>

Lesson 6	Black British History- Women: Phillis Wheatley	Violin lessons	Progression in coding- Gibbon level games (Purple Mash)	Up-levelling the Clifton Suspension Bridge: Evaluate	The Iron Woman: Junk/ Rubbish Sculpture making	Orienteering	Food chains	Scotland's capital city: What is Edinburgh like?
----------	--	----------------	---	--	--	--------------	-------------	--

Knowledge and Skills	<p>Skills:</p> <ul style="list-style-type: none"> - I can recall some facts about people/events before living memory. (Yr1) - I can recall the lives of significant individuals in the past who have contributed to national and international achievements. (Yr2) - I can communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. (Yr3) <p>Knowledge:</p> <p>Children will use their knowledge and research on Phillis Wheaton (Yr1/2) to create a fact file of information around her life and achievements. (Yr3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can: control playing instruments so they sound as they should; use pitch changes to communicate an idea; start to compose with two or three notes. (Yr1) - I can play notes on instruments clearly and including steps/ leaps in pitch. (Yr2) - I can sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). (Yr3) <p>Knowledge:</p> <p>Over this half term, children will learn a range of notes on the violin (Yr1). They will understand how to control the pitch and change in notes on the violin (Yr2). By the end of the unit, children should know how to play a range of notes on the violin to create and perform a tune. (Yr3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can understand forwards, backwards, up and down. (Yr1) - I am able to test and amend a set of instructions. (Yr2) - I am able to give an on-screen robot directional instruction. (Yr3) <p>Knowledge:</p> <p>Children are to continue to progress onto the Gibbon level of coding on Purple Mash to progress their coding knowledge. (Yr1/2/3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can explore what they like and dislike about products. (Yr1) - I can explore how products work and how or where they might be used. (Yr2) - I can refer to their design criteria as they design and make. (Yr3) <p>Knowledge:</p> <p>Children are to evaluate their final bridge design improvements and test whether they work (Yr2). They record their likes and dislikes (Yr1), as well as identifying whether their end product met their design criteria. (Yr3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can fold, crumple, tear and overlap papers. (Yr1) - I can experiment with constructing and joining recycled, natural and manmade materials. (Yr2) - I can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. (Yr3) <p>Knowledge:</p> <p>Children will progress their knowledge on collage techniques (Yr1/3) to create a detailed collage of the Iron Woman using recyclable materials. (Yr2)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can move with control and care and copy and remember actions. (Yr1) - I can copy and remember actions and can repeat and explore actions with control and coordination. (Yr2) - I can select and use the most appropriate skills, actions or ideas and move and use actions with co-ordination and control. (Yr3) <p>Knowledge:</p> <p>For the second part of the half term, children will be learning all things orienteering. They will understand the key knowledge involved in the action of orienteering; again, with a focus on how to work as a team. (Yr1/2/3)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - I can use scientific language and read and spell age-appropriate scientific vocabulary. (Yr1) - I can describe how animals obtain their food from plants and other animals and understand a simple food chain and identify and name different sources of food. (Yr2) - I can begin to look for naturally occurring patterns and relationships. (Yr3) <p>Knowledge:</p> <p>Pupils are to explore the food chains of various animals and plants. (Yr2) They will pick their favourite animal/ plant to create a paper chain food chain for their chosen animal/ plant. On each link, they will have to describe how each animal/ plant obtains their food. (Yr1/3)</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - I can ask geographical questions [i.e. 'What is it like to live in this place?']. (Yr1/3) - I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (Yr2) <p>Skills:</p> <p>Children will be learning all the key and physical characteristics that make up Scotland's capital city (Yr2). There will be an open discussion for children to be curious and ask their own questions about the city. Much like last session, we will be recording their questions and answers. (Yr1/3)</p>