

# How have children's lives changed?

## Year 2 & 3

Summer Term, 2025-2026

<p><b>PE</b></p> <p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>To know how to roll/throw and receive a ball with accuracy</li> <li>To know how to strike a bowled ball</li> <li>To know how to intercept and stop a ball as a fielder</li> <li>To know how to work as a team to prevent others scoring.</li> <li>To know how to work safely in a confined space avoiding others</li> </ul>	<p><b>Science</b></p> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>Know that humans and some other animals have skeletons and muscles for support, protection and movement</li> <li>Know the simple functions of the basic parts of the digestive system in humans</li> <li>Know the different types of teeth in humans and their simple functions</li> <li>To know how to construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>Know how to use primary and secondary sources to make deductions.</li> <li>Know why children needed to work.</li> <li>Know what jobs Tudor and Victorian children had.</li> <li>Know the working conditions of Victorian and Tudor children.</li> <li>Know how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.</li> <li>Use sources to identify leisure activities and compare them over time.</li> <li>Know diseases past children suffered with and discuss how effective the treatments were.</li> </ul>	<p><b>P.S.H.E.</b></p> <p><b>Changing Me</b></p> <p><b>Y2:</b> Know life cycles in nature. Know what happens as you grow from old to young to your body. Know what they like and don't like about being a boy/girl. Know there are different types of touch and can tell which ones I like and don't like. Know what I am looking forward to in my next class.</p> <p><b>Y3:</b></p> <ul style="list-style-type: none"> <li>Know the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</li> <li>Know how to explain some of the choices I might make in the future and some of the choices that I have no control over.</li> <li>Know some suggestions about how I might manage my feelings when changes happen.</li> </ul>	
<p><b>Key Vocab:</b> Travel, receive, pass, defend, attack, technique</p>	<p><b>Key Vocab:</b> nutrition, digestion, skeleton, protection, function, predator, prey, carnivore, herbivore, omnivore, producer, consumer</p>	<p><b>Key Vocab:</b> Apprentice, childhood, class, continuity, deduction, law, master, modern, poorer, poverty, servant, significance, wealthier, working conditions</p>	<p><b>Key Vocab:</b> changes, choices, control</p>	
<p><b>Art / DT</b></p> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>Know how to make a structure that holds its 3D shape.</li> <li>Know how to explain the difference between 2D and 3D art.</li> <li>Know how to combine shapes together to make interesting 3D sculpture.</li> <li>Know more than one way to create joins.</li> <li>Know how to locate familiar 2D shapes in photographs.</li> <li>Know how to spot shapes in negative spaces.</li> <li>Know how to draw a cardboard model from different angles.</li> <li>Know how to plan a sculpture.</li> <li>Know how to choose appropriate materials and methods for joining.</li> </ul>	<p><b>Computing</b></p> <p><b>Desktop Publishing</b></p> <ul style="list-style-type: none"> <li>Know how text and images convey information.</li> <li>Know that text and layout can be edited.</li> <li>Know how to choose appropriate page settings.</li> <li>Know to add content to a desktop publishing publication.</li> <li>Know how different layouts can suit different purposes.</li> <li>Know the benefits of desktop publishing.</li> </ul>	<p><b>Music</b></p> <p><b>Bringing us Together</b></p> <ul style="list-style-type: none"> <li>Know the difference between pulse and rhythm and be able to keep the internal pulse.</li> <li>Know how to listen and appraise</li> <li>Know how to play instruments in time to a rhythm</li> <li>Know how to improvise and compose</li> </ul>	<p><b>R.E.</b></p> <p><b>What do Hindus believe God is like?</b></p> <ul style="list-style-type: none"> <li>Know some Hindu deities and say how they help Hindus describe God.</li> <li>Know some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.</li> <li>Know what Hindu murtis express about God.</li> <li>Know some different ways in which Hindus worship.</li> <li>Know the Hindu idea of everyone having a 'spark' of God in them.</li> <li>Know the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean.</li> <li>Know how Hindus show their faith within their families in Britain today (e.g. home puja).</li> </ul>	<p><b>MFL</b></p> <p><b>Petit Chaperon</b></p> <p>Know and recall 8 words in French from the story.</p> <ul style="list-style-type: none"> <li>Know 8 parts of the body in French (from the story).</li> <li>Know all the new vocabulary I have learnt from the story.</li> <li>Know decoding skills to help me learn more words from the story.</li> </ul>
<p><b>Key Vocab:</b> Abstract, found objects, negative space, positive space, sculptor, sculpture, three-dimensional</p>	<p><b>Key Vocab:</b> applications, layout, templates, placeholders, orientation, font, text, images</p>	<p><b>Key Vocab:</b> guitar, percussion, , pentatonic scale,</p>	<p><b>Key Vocab:</b> Hinu, Hinduism, Belief, Aum/Om symbol, Creation, Ahimsa, India, Krishna, Rama, Shiva, Ganesh, Trimurti, Brahma, Vishnu, Sudhama, Universe, Preservation, Bhai dooj, Saree, Salwar Kameez, Mandir, Priest, Puja, Namaste, Symbol, Divine</p>	<p><b>Key Vocab:</b> Petit chaperon rouge, des gateaux, les oreilles, le nez, les parents, le loup, les yeux, les bras, une maison, la grand-mere, la bouche, les jambes</p>