

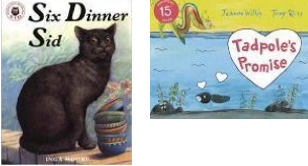
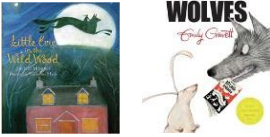
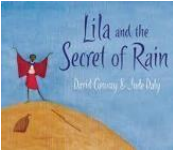





Year 2/3 Curriculum Overview 2020-21

ENGAGEMENT – RESILIENCE - INTEGRITY

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Title: Why is Planet Earth our home?</p>  <p>Film references: Soar! La Luna short animations Supplementary texts: The Darkest Dark – Chris Hadfield Here we are – Oliver Jeffers</p>	<p>Title: Does everyone in London live like the Queen?</p>  <p>Supplementary texts: Katie in London – James Mayhew</p>	<p>Title: Why do humans have pets?</p>  <p>Supplementary texts: Just So stories – How the leopard got his spots and other stories – Shoo Rayner</p>	<p>Title: If you go down to the woods today...</p>  <p>Supplementary texts: Little Red – Bethan Woolvin Into the forest – Anthony Browne</p>	<p>Title: Should we really want the rain to go away?</p>  <p>Supplementary texts:</p>	<p>Title: Should we be afraid of the dark?</p>  <p>Supplementary texts: Little mouse's big book of fear – Emily Gravett</p>
<p>Concepts: Space travel, adventure, courage,</p>	<p>Concepts: Royalty, town, country, city, village, comparison, contrast</p>	<p>Concepts: Caring, friendship, neighbourly,</p>	<p>Concepts: Predator, immersion, danger, menace, danger, beauty</p>	<p>Concepts: Drought, life, tradition, helplessness, dilemma, climate</p>	<p>Concepts: Courage, fear, trust, friendship, change, reflection, justice, individuality</p>
<p>Experiences:</p> <ul style="list-style-type: none"> Flight project STEM Alien visitor Moon and Apollo 11 spacerocket role plays 	<p>Experiences:</p> <ul style="list-style-type: none"> Expert input- The Great Fire of London Partake Theatre London bus and Mr Farinor's bakers shop, Pudding Lane role plays Visit – the old flour mill in Bratton/Westbury (local heritage) Play for parents 	<p>Experiences:</p> <ul style="list-style-type: none"> Expert input - Visit to the vets/vet to visit/ RSPCA to visit Visit to Pets at Home - Trowbridge Pet shop and vet role play areas 	<p>Experiences:</p> <ul style="list-style-type: none"> Virtual Woodland experience Red Riding Hood's cottage, into the woods – role play Eggucation (rare breeds and ethical chick hatching) experience 	<p>Experiences:</p> <ul style="list-style-type: none"> Charity activity to raise money for WaterAid 	<p>Experiences:</p> <ul style="list-style-type: none"> Launch: Children enter a pitch black classroom and are asked to find a shadow. Discuss what is needed to create a shadow. Children will create shadow puppets.
<p>Significant people: Neil Armstrong, Mae Jemison, STEM ambassador</p>	<p>Significant people: Queen Elizabeth II, Sir Christopher Wren, Roma Agrawal (female structural engineer The Shard)</p>	<p>Significant people: Local vet Local pet physiotherapist</p>	<p>Significant people: Jackie Morriss (author and illustrator)</p>	<p>Significant people: Verna Aardema (author) Wangari Maathai (Scientist/conservationist)</p>	<p>Significant people: Thomas Edison Nikola Tesla</p>

<p>Science: Y3 - Uses of everyday materials+ Identify and compare the suitability of everyday materials, squashing, bending, stretching, waterproof, strong/hard.</p>	<p>Science Y3 Plants – observe and describe how seeds and bulbs grow into plants. Find out how plants need light and suitable temperatures.</p>	<p>Science Y2 Animals including humans –life cycles, keeping healthy, offspring and needs of animals, exercise, comparing living/dead/ never been alive</p>	<p>Science Y2 Living things and their habitats – food chains, matching living things to their habitats</p>		<p>Science Y3 Light – Need light to see, light is reflected on surfaces, protecting eyes from sun, shadows, patterns of shadows. Y3 Forces and Magnets – compare how things move on different surfaces, contact between objects, attract/repel.</p>
<p>History: Chronological Knowledge- Significant events within and beyond living memory. Critical Understanding Conceptual Understanding - The first man on the moon – Neil Armstrong</p>	<p>History: Conceptual Understanding- Monarchy Causes and consequences of a significant historical event - The Great Fire of London</p>	<p>History:</p>	<p>History:</p>	<p>History:</p>	<p>History: Chronological Understanding-Events beyond living memory- comparison of life in the past to life now Conceptual Understanding Lives of significant individuals- Thomas Edison/Nikola Tesla</p>
<p>Geography</p>	<p>Locational knowledge Name and locate the 7 continents and the 5 oceans Place Knowledge -London study- City Identify physical and human features of a city.</p>	<p>Geography</p>	<p>Human and Physical Geography- British countryside focus Identify physical and human features of a village, beach, city.</p>	<p>Place knowledge- Comparison of an area in England and an area of non European country- Kenya</p>	
<p>Design technology:</p> <p>Cooking and nutrition (Skills – mixing) – flat bread</p>	<p>Design technology :Structures- Bridges – how they can be made stronger and more stable.</p>	<p>Design technology:</p>	<p>Design technology: Mechanisms Levers and sliders – design a woodland setting scene with moving parts</p>	<p>Design technology:</p> <p>Cooking and nutrition (Skills – cut, chop)– design and prepare a healthy lunch</p>	<p>Design technology: Textiles- templates and joining techniques- animal glove puppet – shadow puppets</p>
<p>Art: Printing Designer- Carol Lander (Printing) Planet Earth landscapes</p>	<p>Art:</p>	<p>Art: Drawing (Pets) Begin and develop sketch books Oil Pastels Artist – Henri Matisse – Cat with red fish</p>	<p>Art: Sculpture- Clay Craft-Makers Kirsty Elson(sculptor), Painting Artist – Jackie Morris – illustration for their writing of a fairy tale.</p>	<p>Art: Printing Artists - Noel Kapanda of the Tinga Tanga school of artists</p>	<p>Art:</p>

<p>Computing: TIOL: CORE Do I Trust my Internet Search? Online Safety: I am kind and responsible</p>	<p>Computing: Multimedia: CORE Present my Information TIOL: CORE Discovering my Technology</p>	<p>Computing: Handling Data: CHOICE Sorting My Animals Multimedia: CHOICE Animate my Animal</p>	<p>Computing: Programming: CHOICE Explore my Topic with a Floor Robot</p>	<p>Computing: CHOICE Counting my Information Online Safety: I am safe and secure</p>	<p>Computing: Programming: CORE Moving around to Fix my Factory Online Safety: I am healthy</p>
<p>Music: Charanga: Hands, Feet, Heart Gustav Holst and The Planet Suite</p>	<p>Music: Charanga: Ho HoHo</p>	<p>Music: Charanga: I wanna play inband Camille Saint Saens, and TheCarnival of theAnimals</p>	<p>Music: Charanga: Zootime</p>	<p>Music: Charanga: Friendship Song Sergei Prokofiev and Peter and the Wolf</p>	<p>Music: Charanga: Reflect, rewind and replay Claude Debussy and La Mer</p>
<p>P.E. Multiskills Striking and fielding Gym 2D and 3D shapes</p>	<p>P.E Multiskills Large ball skills Dance</p>	<p>P.E. Multiskills ABCs Athletics Gym Balance and Co-ordination</p>	<p>P.E. Athletics Dance</p>	<p>P.E. Multiskills Attacking and defending Dance</p>	<p>P.E. Yoga Basketball</p>
<p>MFL – French: Core Vocabulary & Phonetics</p>	<p>MFL – French: I'm learning French</p>	<p>MFL – French: Animals</p>	<p>MFL – French: Musical instruments</p>	<p>MFL – French: Little Red Riding Hood</p>	<p>MFL – French: I can....</p>
<p>R.E All religions: How do we show we care for others? Q10 Being Special (Myself)</p>	<p>R.E Why do we celebrate special times? Q5 Special Times (Celebrations) Christmas</p>	<p>R.E Who is an inspiring person? Q8 Special People (Leaders and Teachers)</p>	<p>R.E Why Christians love to tell stories about Jesus? Q4 Special People (Story)</p>	<p>R.E The beginning of the world: What can we learn from special Christian and Jewish stories? Q2 Special People (Believing)</p>	<p>R.E Why is God important for Muslims? Q3 Special People (Believing)</p>
<p>RSE/PSHE Y2 -Being Me Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings Y3 - Being Me Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p>	<p>RSE/PSHE Y2 -Celebrating Differences Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends Y3 - Celebrating Differences Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p>	<p>RSE/PSHE Y2 -Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing Success Y3 - Dreams and Goals Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p>	<p>RSE/PSHE Y2 -Healthy Me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food Y3 - Healthy Me Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices</p>	<p>RSE/PSHE Y2 -Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships Y3 - Relationships Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p>	<p>RSE/PSHE Y2 -Changing Me Bodies Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition Y3 - Changing Me How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>