


	AUTUMN		SPRING		SUMMER	
 CLASS 3 Year 2	<p><u>History-Topic Title:</u></p> <p>Big Enquiry Question: Was being Queen the same for Elizabeth I, Victoria and Elizabeth II?</p> <p>Queens: Lives and Times</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> To explore what a monarch is, what they wore, ate etc To be history detectives and look for clues on the 3 Queens we will be looking at Identify where the Queens go on a timeline based on other events we know about. Have a look at various artefacts from the 3 Queens and decide what they are, who they belong to and what they are. Understand what life was like for each Queen during the time of their reign 	<p><u>Geography</u></p> <p>Big Enquiry Question: Is Kota Kinabalu a world away from our local area?</p> <p>Kota Kinabalu – Contrasting place study</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Carry out fieldwork to identify the human and physical features and weather of the local area. To use geographical vocabulary accurately to describe features in the local area. To embed accurate knowledge of the location of each continent and ocean. Plan and plot a journey from the UK to Kota Kinabalu using map skills. Identify human and physical features of Kota Kinabalu. Identify and describe the weather and climate of Kota Kinabalu and compare to our local area. Explain how the different weather and climate affects the lives of people in both places. Identify similarities and differences to Kota Kinabalu and our local area. 	<p><u>History Topic Title:</u></p> <p>Big Enquiry Question- Do you think space travel was a good idea?</p> <p>The First Man on the Moon</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Understand that Armstrong et al were brave and grasp what sort of fears and worries he might have had Grasp that the space race was partly a competition between America and Russia Understand the implications of space travel Understand important people and events are remembered and celebrated in different ways Use a range of sources to elicit prior knowledge and develop a deeper understanding of the event Select sources that are most useful for answering specific questions 	<p><u>Geography Topic Title:</u></p> <p>Big Enquiry Question: Why do different places experience different weather?</p> <p>Weather and climates</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> To identify different types of weather Understand the impact that weather has on our everyday lives To understand weather forecasts and how this helps us To know what the symbols mean To develop our map reading skills by creating our own weather forecasts To identify the adverse effects of extreme weather and the danger this causes To make connections between weather and physical features around us. Understand that different places experience different weather and climates To identify how various weathers affects living conditions and the physical features of the environment. 	<p><u>History Topic Title:</u></p> <p>Big Enquiry Question: Was the Titanic a triumph or a tragedy?</p> <p>Titanic</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Look at the contents of a trunk to determine who the passenger was To understand why we still remember the Titanic To identify why the Titanic was popular with the rich and the poor To identify the different facilities available to those according to their class To investigate how the Titanic sunk when it was ‘unsinkable’ To understand why the amount of people who died were so high and to suggest ways in which lives could have been saved To create questions for a radio interview with the company who owned the Titanic. 	<p><u>Geography</u></p> <p>Big Enquiry Question: Are all Beaches are the same?</p> <p>Brilliant Beaches</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Identify and describe a beach local to us Describe the human physical features of the beach and what it has to offer Identify the weather and explain whether they would like to visit the beach using evidence from what they have observed and discussed during the term Investigate the location of Weymouth beach Compare Weymouth, Freshwater in West Wales, Ballycastle Beach Northern Ireland, Portree in Scotland, Copacabana in South America Evaluate our statement we have discussed throughout the topic.
	<p><u>Science</u></p> <p>Clothes – materials and their properties</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> There are different materials Materials have describable properties Different materials have different properties Materials can be change by physical force (twisting, bending, squashing and stretching) Investigate the best material to make a coat 	<p><u>Science</u></p> <p>Animals – Simple animal life time-lines</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> To know that all animals eventually die To understand that animals reproduce new animals when they reach maturity To know that animals grow until they reach maturity and then they don’t grow any larger Understand what a balanced diet means To investigate hygiene through hand washing 	<p><u>Science</u></p> <p>Life cycle of plants</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> To consider seed dispersal and development To consider different ways in which plants disperse their seeds Look at the needs of bulbs Understand what cress seeds need and plant them Make careful observations about beans which have grown To observe and describe how seeds and bulbs grow into mature plants 	<p><u>Science</u></p> <p>How plants make their food</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> To know that plants make their own food in their leaves to provide them with energy, grow, repair, and reproduce. Understand that leaves absorb sunlight and carbon dioxide through leaves. To know that plants have roots to provide support and to draw moisture from the soil, through stems to take water to the rest of the plant. Identify that plants makes its food from water and carbon dioxide, using sunlight as energy, in the green parts of plants (mainly leaves) 	<p><u>Science</u></p> <p>Pushes, pulls and their effects (force)</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Identify that things can move in different ways To know that pushing and pulling can make things move or stop Observe that pushing and pulling can change the shape of things To see that pushing and pulling can make things move faster or slower Bigger pushes and pulls can make things move faster or slower 	<p><u>Science</u></p> <p>Magnets and their effects</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Investigate how magnets exert attractive forces on some materials. Understand that magnets exert attractive and repulsive forces on each other. Observe how magnets exert non-contact forces, which work through some materials. To know that magnetic forces are affected by the magnets strength. Identify that magnetic forces are affected by the mass of the object being attracted. To know that magnetic forces are affected by the distance between magnet and object

<p><u>Art</u> Outcome: Natural sculpture (clay)</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Understand what nature sculptures are Draw an observational drawing of a natural object Collect materials for nature sculptures Plan and make land art whilst making inks to our artist – Andy Goldsworthy Design and make a poster about own work on nature sculptures Be able to talk about nature sculptures using key vocabulary <p>Artist: Andy Goldsworthy</p> <p>Main art skills: Drawing Painting Sculpture</p>	<p><u>DT</u> Outcome: Fabric Faces (Sewing)</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Explore a variety of fabrics Explore and evaluate a range of existing products in the context of exploring what has been used to make hair on fabric dolls or characters. Join fabrics together and attach different materials. Cut on a line and use a template to create a fabric face shape. Create and follow a design using different tools to make a fabric face. 	<p><u>Art</u> Outcome: Textured painting of the moon's surface</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make a textured painting of the moon. Use drawing and painting to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using pattern, texture, shape and space. Learn about the work of Alan Beam Draw different surfaces with a range of media Experiment with tools and techniques Create textured paint by adding sand, plaster, glue. <p>Artist: Alan Beam</p> <p>Main art skills: Drawing Textured painting</p>	<p><u>DT</u> Outcome: Fruit Salad</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Recognise different food groups. Understand where food comes from and where it is farmed, caught in Europe and the wider world. Consider how to make sustainable food choices. To select appropriate skills and tools to prepare health and balanced food. 	<p><u>Art</u> Outcome: Collage of the Titanic</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and collage to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques Draw from observation Arrange and glue materials to different backgrounds Fold, crumple, tear and overlap papers Discuss and review final outcome <p>Artist: Antoni Gaudi</p> <p>Main art skills: Drawing Painting Collage</p>	<p><u>DT</u> Outcome: Moving picture with levers and mechanisms</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Explore and evaluate existing products Turn a part of a story into a moving picture Design purposeful, functional and appealing products for themselves and other users Explore and use mechanisms such as sliders Incorporate levers into the moving product and understand how they function Evaluate the finished product against the success criteria
<p><u>COMPUTING –</u></p> <p>Computing systems and networks – IT around us</p> <ul style="list-style-type: none"> Describe some uses of computers Identify that a computer is a part of information technology Open files Move and resize images Recognise that information technology can be connected Explain simple guidance for using information technology in different environments 	<p><u>COMPUTING-</u></p> <p>Digital photography</p> <ul style="list-style-type: none"> Explain the process of capturing a digital photo Take photos in both landscape and portrait format Explain why a photo looks better in portrait or landscape format Retake photos to improve the image Explore the effect of light on photos Recognise that images can be changed Use tools to achieve desired effect Identify which photos are real and which have been changed 	<p><u>COMPUTING –</u></p> <p>Making music</p> <ul style="list-style-type: none"> Create a rhythm pattern Use a computer to experiment with pitch and duration Identify that music is a sequence of notes Refine musical patterns on a computer Save work in a file and reopen 	<p><u>COMPUTING –</u></p> <p>Pictograms</p> <ul style="list-style-type: none"> Record data in a tally chart Compare totals in a tally chart Enter data onto a computer Use a computer to view data Create a pictogram and draw conclusions from it Use a computer program to present information in different ways Share what has been discovered using a computer 	<p><u>COMPUTING –</u></p> <p>Programming A – Robot algorithms</p> <ul style="list-style-type: none"> Give clear and unambiguous instructions Create different algorithms for a range of sequences Use an algorithm to program a sequence of floor robot Predict the outcomes of a sequence Explain what my algorithm should achieve Test and debug each part of the program 	<p><u>COMPUTING –</u></p> <p>Programming quizzes</p> <ul style="list-style-type: none"> Match two sequences with the same outcome Work out the actions of a sprite in an algorithm Build the sequences of blocks needed Choose backgrounds for a design Choose images for a design Compare the project to the design Improve the project by adding features Debug the project
<p><u>RE</u></p> <p>Bread as a symbol</p> <ul style="list-style-type: none"> Describe some of the key Christian and Hindu symbols Describe the symbolism of the Harvest loaf to Christians Evaluate the experience of a symbol and its meaning Describe responses to own bread symbol Describe the symbols most meaningful to you 	<p><u>RE</u></p> <p>Light as a Symbol</p> <ul style="list-style-type: none"> Describe in simple terms responses to candle flame Identify how candle flame relates to our own lives and others Describe in simple terms a candle flame as a reminder of important people or events Discuss ways in which these candle flames are used at Hanukkah and Advent Talk about the importance of candle flames to those who are religious by discussing it with others 	<p><u>RE</u></p> <p>People Jesus Met</p> <ul style="list-style-type: none"> Describe in simple terms different types of change in our experience Identify simple examples of how our responses to change affect our lives and others Describe the meaning of change and different types of change Identify ways in which Christians believe Jesus changes some people's lives Describe why the idea of Jesus being able to change people is important to Christians and identify any issues raised 	<p><u>RE</u></p> <p>Palm Sunday – Christians welcome Jesus</p> <ul style="list-style-type: none"> Describe the concept of welcoming Look at how the concept of welcoming is important in the story of palm Sunday and how Christians re-create that welcome today Evaluate the concept by simple describing the important of welcoming in the story of Palm Sunday Look at our ideas of the concept of welcoming and identify examples of how we have felt welcomed Simply describe situations when welcoming is or is not important 	<p><u>RE</u></p> <p>Creation</p> <ul style="list-style-type: none"> Identify and talk about the concept of creation Describe the Christian and Hindu creation stories Look at why Christians and Hindus value these stories Describe our response to creation Identify simple examples of how our response to creation relates to our own and others' lives 	<p><u>RE</u></p> <p>Belonging</p> <ul style="list-style-type: none"> Looking at what it is like to be an acting Christian Expressing a personal response to the concept of belonging Give examples of how belonging might affect our own lives Describe how belonging can be applied in ours and other people's lives# Understand how belonging is important to Muslims Evaluate by describing the importance to believers and ourselves of belonging
<p><u>French</u></p> <ul style="list-style-type: none"> Understand everyday classroom language for the registers Respond to and use simple sentences using vocabulary related to family members Listen to the spoken language, join in and respond Identify similarities and differences to the UK and France 		<p><u>French</u></p> <ul style="list-style-type: none"> Understand everyday classroom language for the registers Respond to and use simple sentences using vocab related to body parts Listen to the spoken language, join in and respond Identify similarities and differences to the UK and France 		<p><u>French</u></p> <ul style="list-style-type: none"> Understand everyday classroom language for the registers Engage in simple conversations- responding to and asking simple questions in relation to colours Know how to link sentences together in a conversation Listen to the spoken language, join in and respond Identify similarities and differences to the UK and France 	

<p><u>P.E</u></p> <p>Dance</p> <ul style="list-style-type: none"> To be aware of the shapes we can make using our bodies. To develop the dance and include previously learn animal movements. Show clear start position for the dance. To perform the choreographed dance in time with music and with the rest of the class. <p>Games- Invasion style</p> <ul style="list-style-type: none"> Travel changing direction and speed easily. To show an awareness of space and know how to use it in games. Describe what happens to their breathing and heart when they play games. To use a range of skills to develop control with a ball. To show control when travelling with a ball, changing speed and direction. 	<p><u>P.E</u></p> <p>Gym</p> <ul style="list-style-type: none"> To travel continuously moving from high to low, to high.. Explore ways of changing level as they travel – know which are easy and which are hard. To incorporate changes of level into sequences. Balance and travel using combinations of body parts that are far way and close together Jump in a variety of ways and land safely To jump high and perform a shape whilst in the air Combine jumping with travelling Which muscles are working when jumping <p>Games- Invasion netball style</p> <ul style="list-style-type: none"> Travel changing direction and speed easily.. To show an awareness of space and know how to use it in games. Describe what happens to their breathing and heart when they play games. To use a range of skills to develop control with a ball. To show control when travelling with a ball, changing speed and direction. 	<p><u>P.E</u></p> <p>Dance</p> <ul style="list-style-type: none"> Change the speed, weight and size of movements Explore dance in different formations Learn how to move to a rhythm, Dance a duet with a partner Be able to synchronise movements in different formations <p>Games – Invasion style</p> <ul style="list-style-type: none"> To move with the ball in a game Be aware of and use the space when passing and receiving in a game Develop throwing and catching techniques in a game To use attacking and defending skills in a game Know how to follow rules in a game 	<p><u>P.E</u></p> <p>Gym</p> <ul style="list-style-type: none"> Be able to move and balance with agility and coordination To roll with coordination and control Explore making long, thin shapes with the body Be able to take own weight on hands Know how to perform and complete <p>Bat and ball</p> <ul style="list-style-type: none"> To hold a racket correctly to hit a ball Know how to hit a ball which has been thrown under arm Develop simple tactics To hold a cricket bat correctly and use it to hit a ball Develop a range of cricket skills To combine skills to play a competitive game 	<p><u>P.E</u></p> <p>Athletics - Olympics</p> <ul style="list-style-type: none"> To show the Olympics values of friendship and respect in a jumping for height activity To use values of excellence in a throwing for accuracy activity To take part in a running activity Develop courage in running activities Develop skills in a jumping for distance game Use inspiration in athletics through identifying Olympians <p>Pitching and fielding</p> <ul style="list-style-type: none"> Know how to roll and stop a ball Be able to bounce a ball with control whilst moving Develop skills in throwing, catching and balancing with a ball To work with a partner in bouncing balls to each other using control Learn how to pitch a quoit sideways 	
<p><u>Citizenship/ PSHE:</u></p> <p>Relationships</p> <ul style="list-style-type: none"> Identify some things that contribute to our identity Describe some of the ways in which we are similar/different to other class members Find things we have in common with peers or others Describe or demonstrate ways of showing respect to people who are different to me Explain that everyone is equal and valued Identify the concept of gender stereotypes Describe the differences between males and females To know what it means to be a good friend 		<p><u>Citizenship/ PSHE:</u></p> <p>Health and wellbeing</p> <ul style="list-style-type: none"> Describe what being healthy means Recognise how good health depends on physical activity, rest, healthy eating, taking care of their teeth Identify the impact on people who don't look after their bodies Describe different ways in which we can help keep ourselves healthy Describe different kinds of change or loss that we or others may have experienced Identify feelings people might have about different kinds of change or loss Describe how this can make someone behave Identify some ways to manage feelings associated with change and loss Recognise ways we can comfort or be sensitive to the needs of others who have experienced change or loss 		<p><u>Citizenship/ PSHE:</u></p> <p>Living in the wider world</p> <ul style="list-style-type: none"> Identify the range of groups they belong to (friends, class, year group, faith) Explain their own and others roles within the groups Describe how it feels to be a member of a group and what they do Describe the different rights and responsibilities they have in the groups they belong to Explain how group members make sure everyone feels included Identify people who work in the community and what their roles are Explain the ways they help others Explain how to ask for help and how to ask for help in a range of different situations Demonstrate how to dial 999 (from a mobile phone or landline) and what to say to get help in an emergency 	
<p><u>Music-</u></p> <p>Celebrating south African music</p> <ul style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. Listen and clap back, then listen and clap your own answer (rhythms of words). Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. 	<p><u>Music</u></p> <p>Christmas song – Ho Ho Ho</p> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. 	<p><u>Music</u></p> <p>Rock music</p> <ul style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. Listen and clap back, then listen and clap your own answer (rhythms of words). Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. 	<p><u>Music</u></p> <p>Reggae music</p> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. 	<p><u>Music-</u></p> <p>Music centred on friendship</p> <ul style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. Listen and clap back, then listen and clap your own answer (rhythms of words). Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. 	<p><u>Music-</u></p> <p>Reflecting, rewinding and replaying</p> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.

	<ul style="list-style-type: none">• Take it in turns to improvise using C or C and D.		<ul style="list-style-type: none">• Take it in turns to improvise using C or C and D.		<ul style="list-style-type: none">• Take it in turns to improvise using C or C and D.	
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