

YEAR 2/3 LONG TERM CURRIULUM PLANNING

ON-GOING TOPIC FOR YEARS 2/3 The school garden – oversee, plan, weed and manage growing herbs and/or vegetables throughout the year.

With the support of? Volunteers?

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 2	SUMMER 1
Year A TITLES	WHO'S THE KING OF THE CASTLE? TRIP TO COLCHESTER CASTLE	GRAND DESIGNS	HOW FIT ARE YOU?	WHAT CAN WE GROW IN OUR SCHOOL GARDEN?	TAILS, TALONS AND TEETH TRIP TO ABBOTTS HALL / NATURE RESERVE	WEAPONS AND TOOLS
KEY QUESTIONS	Who is Boudicca? Where in the world is Colchester? How did the Romans change Colchester?	How does castle architecture compare around England?	What does a healthy lifestyle look like? What is healthy eating? How much exercise should you do?	What do plants need to grow? What are the best conditions for planting our vegetables?	Can you be a wild life spotter? What wild life do you think we'll find around our school and at Fingringhoe nature reserve?	How did people from the Stone Age to the Iron Age use tools? How did they hunt and farm? How did they make wall paintings and jewellery?
Literacy Spine	TONY ROSS Dr Xargle's Book of Earthlets Billy the Brave Knight (T4W)	DAVID MCKEE NOT NOW BERNARD The day the crayons quit	Meerkat Mail	HELEN COOPER Pumpkin Soup	ROALD DAHL FANTASTIC MR FOX	ANNE FINE Diary of a killer cat
Literacy Genre Coverage and Writing Opportunities	FICTION: character descriptions of Boudicca POETRY: vocabulary building – Boudicca NON-FICTION: newspaper report about Boudicca or the romans	FICTION: mystery castle story NON-FICTION: instructions how to build a castle	FICTION: a Flat Stanley adventure NON-FICTION: persuasive texts to encourage others to be healthy	FICTION: Pumpkin Soup style story POETRY: vocabulary building - food NON-FICTION: information texts about plants, seeds and bulbs	FICTION: character descriptions based on fantastic Mr Fox NON-FICTION: information reports about different animals	FICTION: diary entry of a killer cat POETRY: vocabulary building - cats NON-FICTION: persuasive texts adverts for their jewellery
Learning Challenge/ Outcomes	HISTORY: Trip: Become a roman knight for the day. Experience the day in the life of a knight exploring food and drink, battle, resources available. ART & OUTDOORS: Roman mosaic patterns (pg 65, educating outside) Chn create their own mosaic patterns using chalk on the playground Must include: -repeated patterns -imagination -precise -patience -have a go attitude-resilience (could use the 'house' task from outstanding teacher course) GEOGRAPHY: Make a map of the UK and Castles Local walk to do a bird's eye view map of the village	DT/SCIENCE: Design and build a castle using recycled materials -Science knowledge of materials (consider questions like what material will be strongest to build... how are you going to keep turrets standing strong etc.) -DT skills -Maths knowledge of shape -Key vocab: Turrets, crenulation, narrow windows, moat DT: Design and build a castle challenge using scrap materials such as newspaper SCIENCE: plant bulbs for term 3	SCIENCE/PSHE: Create a leaflet about a sport you're interested in, encouraging someone to adopt a healthier lifestyle -Science: fitness and healthy eating -Computing: using publisher -English: writing using key words in paragraphs (yr 3 obj) SCIENCE/DT: Deliver an assembly on the importance of exercise and eating healthily	Create a cross section of a plant to model different parts of the plant DT: designing and making ART: using different mediums to create, e.g. painting, using tissue paper etc. SCIENCE: using knowledge Display on topic board and photograph for topic books. Chn to evaluate-what they learnt, enjoyed, proud of etc. SCIENCE: Plant and grow plants to eat in the school garden DT COOKING AND NUTRITION: prepare and cook savoury dishes	SCIENCE: Make a Spring Watch style TV programme to tell other children about their findings of animals and their habitats COMPUTING: using movie maker and using digital devices to take photographs and manipulate them in different ways- Picassa GEOGRAPHY/SCIENCE: Map out where we spot wildlife in their different habitats in the Nature reserve and school;	ART/OUTDOORS: Cave paintings-pg 62. HISTORY: Use knowledge of stone age people to create cave paintings to tell a story. -chalk -water/paint brushes HISTORY/ART: design and make jewellery or tools based on stone age artefacts

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SUBJECT FOCUS	HISTORY GEOGRAPHY	SCIENCE DT	SCIENCE DT COOKING AND NUTRITION	SCIENCE DT COOKING AND NUTRITION	SCIENCE GEOGRAPHY	HISTORY ART & DESIGN
SCIENCE HISTORY GEOGRAPHY	<p>KS2 History a local history study</p> <p>KS1 History significant historical events, people and places in their own locality</p> <p>KS2 History The Roman Empire and its impact on Britain</p> <p>KS1/2 Geography Locational Knowledge: name and locate the world's seven continents and five oceans; name and locate and identify characteristics of the four countries and capitals cities of the UK and its surrounding seas</p> <p>KS1 Geography Geographical skills and fieldwork: Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied in KS1</p> <p>6 Sessions</p>	<p>Y2 Science Uses of everyday materials: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, grass, brick, paper and cardboard for particular uses; find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>6 Sessions</p>	<p>Y2 Science Animals including Humans: notice that animals, including humans, have offspring which grow into adults; find out about and describe the basic needs of animals, including humans, for survival (food, water and air); describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>Y3 Science Plants: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers; explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant; investigate the way in which water is transported within plants; explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal-<i>pg 25 seed dispersal experiment in educating outside book</i></p>	<p>Y2 Science Living things and their habitats: explore and compare the differences between things that are living, dead and things that have never been alive; identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other; identify and name a variety of plants and animals in their habitats, including micro-habitats; describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p>KS1 Geography Place Knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the UK</p> <p>KS1 Geography Geographical skills and fieldwork: use simple compass directions (NSEW) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map; use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>KS2 History changes in Britain from the stone age to the iron age</p> <p>KS2 History develop a chronologically secure knowledge and understanding of history - track timeline</p> <p>*Create a piece of drama at the outdoor classroom using models of weapons to show what life would be like for people in the stone/iron age. Chn can use their knowledge of forest school-den/hammock building to set up their 'stage'</p>
ART and DESIGN	KS2 to create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques including drawing,	DT FOCUS	KS2 to create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques including drawing, painting and	KS2 to create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques including drawing, painting and	KS2 to create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques including drawing, painting and	KS2 to create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques including

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	painting and sculpture with a range of materials; learn about great architects in history: DRAWING AND PAINTING USING PENCIL, CHARCOAL, WATERCOLOURS ; Study, draw and compare castle architecture around the UK, make sketches		sculpture with a range of materials; DRAWING USING PENCILS, PASTEL AND CRAYON : observational drawings of fruit and vegetables	sculpture with a range of materials; learn about great artists in history: SCULPTURE and COLLAGE : create fruit and vegetable sculptures and collages in the style of Archimboldo Giuseppe Archimboldo artist study	sculpture with a range of materials; DRAWING and PAINTING using PENCIL and WATERCOLOUR : wildlife observations	drawing, painting and sculpture with a range of materials; learn about great designers in history: SCULPTURE : research great jewellery designers through history, sketch and create a chronological timeline scrapbook of examples of work to inform own designs, design and make own jewellery
DT		KS1/2 Design, Make, Evaluate, Technical Knowledge: Design and make a castle/home 5 Sessions 1: Explore castles and temple structures 2: Design own castle or temple 3 & 4: Make (Structure and Paint) 5: Evaluate	KS1/2 Design, Make, Evaluate, Technical Knowledge: Design and make a 3D book about the importance of exercising. Investigate pop up/flap books and design and make own.	KS2 DT Cooking and Nutrition: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed: prepare and cook a dish using herbs or vegetables that are grown in the school garden		
MUSIC	MUSIC EXPRESS 6-7 OUR LAND (MYTHS) AUTUMN 2 3 lessons	MUSIC EXPRESS 7-8 BUILDING AUTUMN 1 3 sessions	MUSIC EXPRESS 6-7 OUR BODIES AUTUMN 2		MUSIC EXPRESS 6-7 ANIMALS SPRING 1	
COMPUTING	Year 2-Roman Gods and Goddesses	Year 2-We are researchers	Year 2- We are Zoologists		Year 2-We are Animators	
PE	Outdoor-Football Indoor-Dance (SASP Colour and Movement)	Outdoor-Balance/ Co-Ordination Games Outdoor-Basketball	Indoor- Born to Move Outdoor-Multi Skills Jordan	Outdoor-Forest School Outdoor-Athletics Jordan	Outdoor-Athletics Outdoor- Netball	Outdoor- Rounders/Cricket Outdoor- Athletics / Sports day
RE	Sikhism	Incarnation	Hinduism	Salvation Easter Church Service	Islam *holy places	Creation
French	Refer to SoW					
PSHCE- JIGSAW Scheme	Year 3-Being Me	Year 3-Celebrating Difference	Year 3-Dreams and Goals	Year 3-Healthy Me	Year 3-Relationships	Year 3-Celebrating Me
Year B TITLES	EXPLORERS AND EXPEDITIONS	DEM BONES – BONES, FOSSILS AND SKELETONS	INVENTIONS – the first AEROPLANES AND CARS	PUPPETS	WHAT CAN WE GROW IN OUR SCHOOL GARDEN?	ISLANDS AND SEASIDES ST LUCIA and MERSEA TRIP TO MERSEA MUSEUM, LIFEBOAT AND BEACH

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KEY QUESTIONS	Who were Christopher Columbus and Neil Armstrong? How would you survive on a desert island?	How do bones from dinosaurs, humans and other animals compare?	When was the first aeroplane journey? When was the first car journey? Can you make a map of the journeys? How can you make a car go faster?	Can you design and make a shadow puppet? Can you make a puppet using sewing techniques? (Plan Bee)	What is a flowering plant?	Where in the world is Mersea and St Lucia?
Literacy Spine	Spaghetti with the Yeti	ANTHONY BROWNE GORILLA	DICK KING-SMITH THE HODGEHEG	MAURICE SENDAK WHERE THE WILD THINGS ARE	Jack and the Beanstalk	Katie Morag-Island Stories
Literacy Genre Coverage and Writing Opportunities	FICTION: adventure story POETRY: vocabulary building – sights and sounds of a new place NON-FICTION: newspaper report about a famous explorers expedition	FICTION: dinosaur story (Christmasaurus) NON-FICTION: information reports about skeletons	FICTION: diary entry from the first aeroplane ride POETRY: vocabulary building – views from above or journeys NON-FICTION: persuasive text encouraging people to take one of the first aeroplane rides	FICTION: a story in the style of Where the Wild Things Are NON-FICTION: instructions for making a puppet	FICTION: descriptions of ... POETRY: vocabulary building – colours and smells of flowers NON-FICTION: information book about our school garden	RECOUNT-1 week FICTION-2 weeks POETRY-1 week NON-FICTION- 3 weeks information leaflet about holiday destinations
Learning Challenge/ Outcomes	DT: Create a boat that a famous explorer could use to travel to a discover a new world. This new world could be one you have read in a book or have in your mind. OR DT: Create a den that an explorer might put up-remember they will have had to carry the materials with them or use materials they find! GEOGRAPY -Where in the world is it? Continent/neighbouring ocean etc. HISTORY: Who is the historical figure and how does the boat match their personality/findings?	SCIENCE: Create an x-ray of a human or animal body part. Other chn to guess what it is and give reasons. ART/OUTDOORS: Start with chalk drawings on the playground and then use twigs/sticks at the outdoor classroom on MWBs or large white paper. Take photos to evidence in topic books. See pg 29 of educating outside book. SCIENCE/DT: make a model of a skeleton	DT/SCIENCE: Build a magnetic car/aeroplane and test it on your own runway/race track-playground; Investigate toy cars on different surfaces and ramps Science: magnets and forces DT: Design own runway/racetrack- how does it reflect the design of the vehicle and/or your own personality or that of the group? GEOGRAPHY: use previous knowledge of the world/UK. Explore existing airports and race tracks. Where in the world would yours be and why? GEOGRAPHY/MATHS: map the first aeroplane flights and car journeys	Create a puppet show ENGLISH: T4W SCIENCE: Light and shadows (show BGT performances on YouTube) ART: Different colours to create effects-blending and mixing DT: using recycled materials; make a shadow puppet and perform a story through TALK4WRITING and composing and performing simple music COMPUTING: film and edit using movie maker	Plant a vegetable patch or flower garden at the outdoor classroom using knowledge of when best to plant certain plants, considering the time of year and maintenance SCIENCE: plant unit, experimenting with light and water (MRS GREN/NERG) SCIENCE: Plant flower seeds in the classroom for planting out after Easter	Model own village using knowledge of location and landmarks GEOGRAPHY: hulls/mountains, rivers/seas etc. ENGLISH: creative writing and description of different settings (literacy shed) Design must include: -a sculpture made from twigs/sticks in the style of Anthony Gormley (outdoor classroom) -a water source e.g. waterfall/river/lake etc. -different heights of land, e.g. hills/mountains with a name -nature -a place for people to live
SUBJECT FOCUS	HISTORY DT GEOGRAPHY	SCIENCE ART	HISTORY DT GEOGRAPHY	SCIENCE DT	SCIENCE ART	GEOGRAPHY ART
SCIENCE HISTORY GEOGRAPHY	KS1 History the lives of significant individuals in the past who have contributed to national and international achievements KS1/2 Geography Locational Knowledge:	Y3 Science Rocks: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; describe in simple terms how fossils are formed when things	Y3 Science Forces and Magnets: compare how things move on different surfaces; notice that some forces need contact between two objects, but magnetic forces can act at a	Y3 Science Light: (twinkl) recognise that they need light in order to see things and that dark is the absence of light; notice that light is reflected from surfaces; recognise that light from the sun can be dangerous	Y2 Science Plants: (twinkl) observe and describe how seeds and bulbs grow into mature plants; find out and describe how plants need water, light and a suitable	KS1 Geography – understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country

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	name and locate the world's seven continents and five oceans; name and locate and identify characteristics of the four countries and capitals cities of the UK and its surrounding seas KS2 Geography Locational Knowledge: locate the world's countries, using maps	that have lived are trapped inside a rock; recognise that soils are made up from rocks and organic matter Y3 Science Animals including Humans: identify 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; identify that humans and some other animals have skeletons and muscles for support, protection and movement – skeletons and nutrition	distance; observe how magnets attract or repel each other and attract some materials and not others; compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials; describe magnets as having two poles; predict whether two facing magnets will attract or repel each other, depending on which poles are facing KS1 History events beyond living memory that are significant nationally or globally KS1/2 Geography skills and fieldwork	and that there are ways to protect their eyes; recognise that shadows are formed when the light from a source is blocked by a solid object; find patterns in the way that the size of shadows change	temperature to grow and stay healthy	KS2 Geography Place Knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the UK KS2 Geography Locational Knowledge: name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns; and understand how these aspects have changed over time
ART and DESIGN	KS2 to create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials; learn about artists and designers: local artist study: James Dodds East Anglian boats http://www.jamesdodds.co.uk DRAWING, PAINTING & PRINTING in his style using pencil and printing using paint and polystyrene blocks	KS2 to create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials DRAWING and SCULPTURE: clay making fossils and 3D replicas of insects or animals		KS1 learn about the work of craft makers and designers, describing the differences and similarities between different practices: TEXTILES: make a puppet using textile techniques; ask a local visitor to demonstrate sewing techniques; compare hand sewing to machine sewing; investigate all the different ways to join pieces of fabric	KS2 to create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials; learn about great artists: PAINTING ARTIST STUDY: Georgia O'Keeffe; Investigate her work and create own paintings of flowers using different painting techniques	KS2 to create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials; learn about great artists: SCULPTURE and PATTERN; ARTIST STUDY: Anthony Gormley create natural sculptures and patterns using natural materials such as twigs, stones
DT	KS1/2 Design, Make, Evaluate, technical knowledge: Investigate, design and make a boat and den outdoors		KS1/2 Design, Make, Evaluate, technical Knowledge: investigate moving vehicles, design and make a moving vehicle	KS1/2 Design, Make, Evaluate, Technical Knowledge: design and make a shadow and material puppet	KS2 DT Cooking and Nutrition: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed: prepare and cook a dish using herbs or vegetables that are grown in our school	

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					garden-cucumber sandwiches/salad?	
MUSIC	MUSIC EXPRESS 7-8 IN THE PAST (pitch)	Christmas Songs		Easter Production Songs	MUSIC EXPRESS 7-8 ENVIRONMENT (composing)	MUSIC EXPRESS 6-7 TRAVEL (performing)
COMPUTING	We are Astronauts (year 2)	Info report about animals/skeletons-bones-link to big writing	Research skills about inventions	Film and edit tv clips using movie maker (learning challenge)		Link with Geography?
PE	Outdoor-Basketball Indoor-Born to Move	Outdoor-Rugby Indoor-Born to Move	Outdoor-Hockey Indoor-High Apparatus/Gymnastics	Outdoor-Football Indoor- High Apparatus/Gymnastics	Outdoor-Jordan-Athletics Indoor-Born to Move	Outdoor-Jordan-Athletics Indoor-Born to Move
RE	Judaism: *Moses	Gospel	Buddhism *taken from special ways of living KS1: The Buddhist way of life; life as a child monk	People of God	Prayer and Places *daily prayers *places to worship	Kingdom of God
French	Refer to SoW					
PSHCE- JIGSAW Scheme	Year 2-Being Me	Year 2-Celebrating Difference	Year 2-Dreams and Goals	Year 2-Healthy Me	Year 2-Relationships	Year 2-Celebrating Me