Year 2/3 Curriculum Overview Cycle 1

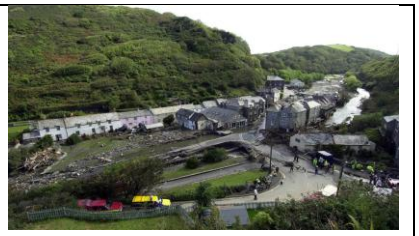
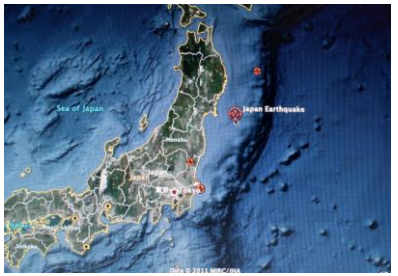
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	A river Circular narrative Letter	The Night Gardener Setting narrative Diary	The Bog Baby Finding narrative Instructions	Pip & Egg It Fell From the Sky Transformation Narrative Complaint letter	Marcy and the riddle of the Sphynx Quest narrative Non-Chron report	Into the forest The secret elephant Lost Narrative Diary
Reading	Autumn 1 – year 2: P – The Shirley Hughes treasury NF – The wild life on animals F – A bear called Paddington NF - My encyclopaedia of important dinos F – The boy who grew dragons P – Puffin book of fantastic first poems	Autumn 2 – year 2 NF – The first big book of why F – A year full of stories of why P – Jelly boots, smelly boots NF - A year full of celebrations and festivals F – A year full of animal stories, North America P – best ever book of funny poems	Spring 1 – year 2 F – A world full of animal stories, Africa NF – DK complete children's cookbook P – A first book of animals F – Leonora Bolt, secret inventor NF – Never get bored draw and paint P – The works	Spring 2 – year 3: P – Quick let's get out of here NF – The lego ideas book F - The day I fell into a fairy tale NF – Usborne complete book of art ideas F – Charlotte's web P – Cloud busting	Summer 1 – year 3: NF - The wonders of nature F – Wonder brothers P – Pick and Mix 1 NF – The funny life of football F – Danny Chung does not do maths P - Welcome to my crazy life	Summer 2 – year 3: NF – Feather, flower, forest, fur F – The last Firefox P - When poems fall from the sky NF – The Usborne beginner's cookbook F – Wild robot P – Hot like fire
Maths focus – Year 2	**Place Value** Step 1: **Numbers to 20** Step 2: **Count objects to 100 by making 10's** Step 3: **Recognise 10's and 1's** Step 4: **Use a place value chart** Step 5: **Partition numbers to 100** Step 6: **Write numbers to 100 in words** Step 7: **Write numbers to 100 in expanded** Step 8: **Write numbers to 100 in expanded form** Step 9: **10's on a number line to 100** Step 10: **10's and 1's on the number line to 100** Step 11: **Estimate numbers on the a number line** Step 12: **Compare Objects** Step 13: **Order objects and numbers** Step 14: **Count in 2's 5's and 10's** Step 15: **Count in 3's** **Addition and Subtraction**		Money **Step 1** Count money - pence **Step 2** Count money - pounds (notes and coins) **Step 3** Count money - pounds and pence **Step 4** Choose notes and coins **Step 5** Make the same amount **Step 6** Compare amounts of money **Step 7** Calculate with money **Step 8** Make a pound **Step 9** Find change **Step 10** Two-step problems Multiplication and Division **Step 1** Recognise equal groups **Step 2** Make equal groups **Step 3** Add equal groups **Step 4** Introduce the multiplication symbol **Step 5** Multiplication sentences		**Fractions** • Step 1 Introduction to parts and whole • Step 2 Equal and unequal parts • Step 3 Recognise a half • Step 4 Find a half • Step 5 Recognise a quarter • Step 6 Find a quarter • Step 7 Recognise a third • Step 8 Find a third • Step 9 Find the whole • Step 10 Unit fractions • Step 11 Non-unit fractions • Step 12 Recognise the equivalence of a half and two quarters • Step 13 Recognise three-quarters	

	Step 1: **Bonds to 10** Step 2: **Fact Families – Bonds within 20** Step 3: **Related Facts** Step 4: **Bonds to 100** Step 5: **Add and Subtract 1's** Step 6: **Add by Making 10** Step 7: **Add three 1 digit numbers** Step 8: **Add to the next 10** Step 9: **Add across 10** Step 10: **Subtract across 10** Step 11: **Subtract from a 10** (Step 12: **Subtract a single digit from a 2 digit number (across 10)** Step 13:**10 more 10 less** Step 14: **Add and Subtract 10's** Step 15: **Add two digit numbers not across 10** Step 16: **Add two digit numbers across 10** Step 17: **Subtract two digit numbers not across 10** Step 18: **Subtract two digit numbers across 10** Step 19: **Mixed addition and subtraction** Step 20: **Compare Number Sentences** Step 21: **Missing Number Problems** **Geometry - Shape** Step 1: **Recognise 2D and 3D shapes** Step 2: **Count sides of 2D shapes** Step 3: **Count Vertices on 2D Shapes** Step 4: **Draw 2D Shapes** Step 5: **Lines of Symmetry on shapes** Step 6:**Lines of symmetry on shapes** Step 7: **Ssort 2D Shapes** Step 8: **Count Faces on 3D Shapes** Step 9: **Count Edges on 3D Shapes** Step 10: **Count Vertices on 3D Shapes** Step 11: **Sort 3D Shapes** Step 12: **Make Patterns with 2D and 3D shapes**	**Step 6** Use arrays **Step 7** Make equal groups – grouping **Step 8** Make equal groups – sharing **Step 9** The 2 times-table **Step 10** Divide by 2 **Step 11** Doubling and halving **Step 12** Odd and even numbers **Step 13** The 10 times-table **Step 14** Divide by 10 **Step 15** The 5 times-table **Step 16** Divide by 5 **Step 17** The 5 and 10 times-tables Length and Height **Step 1** Measure in centimetres **Step 2** Measure in metres **Step 3** Compare lengths and heights **Step 4** Order lengths and heights **Step 5** Four operations with lengths and heights Mass Capacity and Temperature **Step 1** Compare mass **Step 2** Measure in grams **Step 3** Measure in kilograms **Step 4** Four operations with mass **Step 5** Compare volume and capacity **Step 6** Measure in millilitres **Step 7** Measure in litres **Step 8** Four operations with volume and capacity **Step 9** Temperature	• Step 14 Find three-quarters • Step 15 Count in fractions up to a whole **Time** • **Step 1** O'clock and half past • **Step 2** Quarter past and quarter to • **Step 3** Tell time past the hour • **Step 4** Tell time to the hour • **Step 5** Tell the time to 5 minutes • **Step 6** Minutes in an hour • **Step 7** Hours in a day **Statistics** • **Step 1** Make tally charts • **Step 2** Tables • **Step 3** Block diagrams • **Step 4** Draw pictograms (1-1) • **Step 5** Interpret pictograms (1-1) • **Step 6** Draw pictograms (2, 5 and 10) • **Step 7** Interpret pictograms (2, 5 and 10) **Position and direction** • **Step 1** Language of position • **Step 2** Describe movement • **Step 3** Describe turns • **Step 4** Describe movement and turns • **Step 5** Shape patterns with turns
Maths focus – year 3	**Place Value** Step 1: **Represent numbers to 100** Step 3: **Number line to 100** Step 4: **Hundreds** Step 5:**Represent numbers to 1000** Step 6: **Partition numbers to 1000** Step 7: **Flexible partitioning to 1000** Step 8: **Hundreds, tens and ones**	Multiplication and Division B **Step 1** Multiples of 10 **Step 2** Related calculations **Step 3** Reasoning about multiplication **Step 4** Multiply a 2-digit number by a 1-digit number - no exchange **Step 5** Multiply a 2-digit number by a 1-digit number - with exchange	**Fractions B** • **Step 1** Add fractions • **Step 2** Subtract fractions • **Step 3** Partition the whole • **Step 4** Unit fractions of a set of objects • **Step 5** Non-unit fractions of a set of objects • **Step 6** Reasoning with fractions of an amount

	Step 9: **1,10, 100 more or less** Step 10: **Number line to 1000** Step 11: **Estimate Numbers on a number line** Step 12: **Compare numbers to 1000** Step 13: **Order numbers to 1000** Step 14:**Count in 50's** **Addition and Subtraction** Step 1: **Apply number bonds in 10** Step 2: **Add and Subtract 1's** Step 3: **Add and Subtract 10's** Step 4: **Add and Subtract 100's** Step 5:**Spot the pattern** (Step 6:**Add 1's across 10's** Step 7: **Add 10's Across 10** Step 8: **Subtract 1's a cross a 10** Step 9: **Subtract 10's a cross 100** Step 10: **Make Connections** Step 11: **Add two numbers** Step 12:**Subtract two numbers** Step 13:**Add two numbers across a 10** Step 14:**Add two numbers** (Step 15: **Subtract two numbers a cross a 10** Step 16:**Subtract two numbers across 100** Step 17:**Add 2 digit and 3 digit numbers** Step 18:**Subtract a 2digit and a 3digit number** Step 19: **Compliments to 100** Step 20 **Estimate Answers** Step 21: **Inverse Operations** Step 22: **Make Decisions** **Multiplication and Division (A)** Step 1: **Multiplication** Step 2: **Use Arrays** Step 3: **Multiples of 2** Step 4: **Multiples of 5 and 10** Step 5: **Sharing and Grouping** Step 6: **Multiply by 3** Step 7: **Divide by 3** Step 8: **The 3 times tables** Step 9: **Multiply by 4** Step 10: **Divide by 4** Step 11: **The 4 Times tables** Step 12: **Multiply by 8** Step 13: **Divide by 8** Step 14: **The 8 Times tables**	**Step 6** Link multiplication and division **Step 7** Divide a 2-digit number by a 1-digit number - no exchange **Step 8** Divide a 2-digit number by a 1-digit number - flexible partitioning **Step 9** Divide a 2-digit number by a 1-digit number - with remainders **Step 10** Scaling **Step 11** How many ways? Length and Perimeter **Step 1** Measure in metres and centimetres **Step 2** Measure in millimetres **Step 3** Measure in centimetres and millimetres **Step 4** Metres, centimetres and millimetres **Step 5** Equivalent lengths (metres and centimetres) **Step 6** Equivalent lengths (centimetres and millimetres) **Step 7** Compare lengths **Step 8** Add lengths **Step 9** Subtract lengths **Step 10** What is perimeter? **Step 11** Measure perimeter **Step 12** Calculate perimeter Fractions A **Step 1** Understand the denominators of unit fractions **Step 2** Compare and order unit fractions **Step 3** Understand the numerators of non-unit fractions **Step 4** Understand the whole **Step 5** Compare and order non-unit fractions **Step 6** Fractions and scales **Step 7** Fractions on a number line **Step 8** Count in fractions on a number line **Step 9** Equivalent fractions on a number line Mass and Capacity **Step 1** Use scales **Step 2** Measure mass in grams **Step 3** Measure mass in kilograms and grams	**Money** • Step 1 Pounds and pence • Step 2 Convert pounds and pence • Step 3 Add money • Step 4 Subtract money • Step 5 Find change **Time** • **Step 1** Roman numerals to 12 • **Step 2** Tell the time to 5 minutes • **Step 3** Tell the time to the minute • **Step 4** Read time on a digital clock • **Step 5** Use a.m. and p.m. • **Step 6** Years, months and days • **Step 7** Days and hours • **Step 8** Hours and minutes - use start and end times • **Step 9** Hours and minutes - use durations • **Step 10** Minutes and seconds • **Step 11** Units of time • **Step 12** Solve problems with time **Shape** • **Step 1** Turns and angles • **Step 2** Right angles • **Step 3** Compare angles • **Step 4** Measure and draw accurately • **Step 5** Horizontal and vertical • **Step 6** Parallel and perpendicular • **Step 7** Recognise and describe 2-D shapes • **Step 8** Draw polygons • **Step 9** Recognise and describe 3-D shapes • **Step 10** Make 3-D shapes **Statistics** • **Step 1** Interpret pictograms • **Step 2** Draw pictograms

	Step 15: **The 2, 4 and 8 times tables**		**Step 4** Equivalent masses (kilograms and grams) **Step 5** Compare mass **Step 6** Add and subtract mass **Step 7** Measure capacity and volume in millilitres **Step 8** Measure capacity and volume in litres and millilitres **Step 9** Equivalent capacities and volumes (litres and millilitres) **Step 10** Compare capacity and volume		• **Step 3** Interpret bar charts • **Step 4** Draw bar charts • **Step 5** Collect and represent data • **Step 6** Two-way tables	
Science focus	Movement and Nutrition for the Human Body Lesson objectives: 1. What nutrients do we get from our food? 2. Which nutrients are in school meals? 3. What is in a human skeleton? 4. How do muscles help humans to move? 5. How are vertebrate and invertebrate bodies supported? 6. How are human skeletons different to other vertebrates? Vocabulary: balanced, nutrient, vertebrate, invertebrate, exoskeleton	Light Key person – Thomas Edison Lesson objectives: 1. What do we need to see? 2. Which object is the most reflective? 3. How are shadows made? 4. Is my shadow like me? 5. How can you change the size of a shadow? Vocabulary: opaque, transparent, translucent, reflect/reflective, light source	Forces, friction and magnets Key person – Isaac Newton 1. What makes it move? 2. How long does a top spin for on different surfaces? 3. How well can an object slide on different surfaces? 4. How do magnets affect each other? 5. Which materials are magnetic? 6. How strong are the magnets? Vocabulary: Attract, repel, force, magnetic, like poles	Rocks, soils and fossils 1. How are rocks different and what rock is this? 2. what are rocks used for? 3. How are soils different? 4. which soil hold water? 5. What is this fossil? 6. Who was Mary Anning and how did she become a palaeontologist? Vocabulary: Erosion, fossil, remains, rock, weathering, sediment	Flowering plants and plant growth 1. What do leaves do? 2.What do roots and stems do? 3. What are the functions of the parts of a flowering plant? 4. What happens if plants do not have the space? 5. How are plants different? Vocabulary: producer, roots, seed, flower, adapted, nutrient	Flowering plants life cycles 1.What is inside a flower? 2.What is animal pollination? 3.What is wind pollination? 4. What are fruits? 5. How are seeds dispersed? Vocabulary: nectar, dispersal, pollination, fruit, germinate/germination
Topic Focus	**History** **The Romans** 1. To understand what an "empire" is and locate The Roman Empire. (why they invaded Britain). 2. To describe and investigate The Roman	Geography **The Uk – Countries and Cities** 1. To be able to name, locate, and identify the four countries of the United Kingdom and their capital cities on a map of the British Isles.	**History** **The Anglo- Saxons** 1. Understand who the Anglo-Saxons were and why they invaded Britain.	Geography Contrasting localities- Rural and Urban Identify, compare, and categorize key physical features (e.g., rivers, hills, woodlands) and human features (e.g., roads, housing types,	**History** **The Vikings** Key Person – Leif Erikson 1. Understand who the Vikings were and why they invaded Britain.	Geography Natural disasters – flooding, tsunami 1. To understand what a natural hazard is and how extreme weather causes flooding.

	Army. (Roman soldiers. Legions) 3. To recognise who Julius Ceasar was and examine how Julius Caesar changed the way Rome was ruled. 4. To explain Roman Life and begin to compare to life today: **Daily Life & Leisure:** Explore Roman baths, games, and food (e.g. making edible Roman roads). 5. To trace how the Romans connected their empire using roads, focusing on the local evidence at Blackstone Edge. *(famous excavated **Roman Bath House** ruins are just up the road in **Ribchester** (part of the wider regional Roman military network connecting Lancashire and Greater Manchester).* 6. To evaluate the long-term impact of the Roman Empire on life in Britain today **Key Vocabulary: empire, emperor, legion, centurion, hypocaust**	2. To use a map, atlas, or digital globe to locate the city of Manchester and identify which UK country and region it belongs to (England, North West) focus on compass direction skills (e.g., "Manchester is north of London"). 3. To identify and describe key human geographical features of Manchester, including famous landmarks, transport links, and land use. (*Focus:* Recognizing structures like the Manchester Town Hall, the canals, tram networks, and football stadiums.) 4. To identify the key physical geographical features surrounding Manchester and explain how they impact the area. (*Focus:* Looking at the River Irwell, the River Medlock, and the city's proximity to the Pennines (and how this historically contributed to its rainy reputation and textile industry). 5. To compare and contrast the human and physical features of Manchester with a UK capital city (such as London or Edinburgh). *Focus:* Spotting similarities and differences in size, landmarks, population, and geography.	2. Explore how the Anglo-Saxons fought and defended themselves when invading. 3. Discover what an Anglo-Saxon village was like and how people lived. 4. Examine historical artifacts to figure out how rich Saxons lived. (Loan box) 5. Create art using natural tones and animal symbols inspired by prehistoric cave paintings and Saxon patterns. **6.** Share Anglo-Saxon stories and retell a legend **1. Invader**A person or group who enters another country by force to take over its land.**2. Settlement**A place where people build homes and create a new community to live in.**3. Artefact** An object made or used by people in the past that	skyscrapers, farms) in a contrasting urban and rural locality. Use geographical vocabulary to describe and compare land use, settlement patterns, and built environments in a bustling town/city versus a countryside village. Use directional language (North, South, East, West), simple grid references, and map keys to locate key landmarks on aerial maps of both a rural area and an urban area. Compare how people live, work, and travel in both environments, identifying differences in transport links, community facilities, employment types, and access to services. Conduct a simple fieldwork enquiry (e.g., a traffic count, noise survey, or land-use survey) in the local area and contrast the findings with secondary data from the contrasting locality. Key Locations Milnrow (Local) vs. Manchester City Centre (Urban) & Ogden/Piethorne Valley (Rural)	2. Identify the key parts of a Viking longship and explain why its design made Vikings such fast, dangerous sea-farers. 3. Find out how Viking rulers governed parts of England. 4. Explore how Leif Erikson sailed across the Atlantic Ocean to discover North America. 5. Compare everyday life in a Viking home to how we live today. (Loan Box) 6. Retell a Viking saga and celebrate our historical learning. **1. Invasion:** When an army or group enters another country by force to take over land or goods.**2. Trade:** Buying, selling, or swapping goods (like furs, amber, or food) between different people or countries.**3. Monarch:** A royal ruler of a kingdom or country, such as a King or Queen.**4. Longship:** A long, narrow wooden boat with oars and a sail used by Vikings for raiding and exploring.**5. Explorer:** A person who travels	2. To investigate human and physical causes of flooding in the UK. 3. To discover what a tsunami is and how underwater earthquakes trigger massive waves. 4. To compare a normal ocean wave with a tsunami wave. 5. To explore how people prepare for and protect communities from floods and tsunamis. 6. To create a safety guide and emergency plan for a flood or tsunami scenario. Key person- **Tilly Smith (Inspirational Real-Life Figure)** • **Who she is:** A 10-year-old British schoolgirl who saved over 100 tourists in Thailand during the 2004 Indian Ocean tsunami Key location Tsunami (Global Focus): Tōhoku Region, Japan (2011 Tsunami) • **Why it works:** Japan is famous for advanced disaster preparation and sea defences, making it ideal for discussing prevention (Lesson 5) -, Flooding (UK Focus): Boscastle, Cornwall (2004 Flash Flood)

		6. To use a simple key, four-cardinal compass points, and aerial photographs to create a basic map of a Manchester locality or landmark. *Focus:* Practical geography skills, translating real-world spaces or photos onto a simple map grid. Key Location- Manchester Key person- Key Vocabulary	helps archaeologists learn history.**4. Shield Wall**A battle tactic where warriors overlap their shields together to form a solid wall of defense.**5. Prehistoric**The time in human history before people began writing down records or stories.		to unknown places to discover new lands, people, or routes.	  Key Vocabulary Natural Hazard, Flood, Tsunami, Surface Runoff, Flood Defences, Evacuation
Computing	**Computing Systems and Networks – Connecting computers** 1. To explain how digital devices function 2. To identify input and output devices **3. T**o recognise how digital devices can change the way we work **4.** To explain how a computer network can be used to share information 5.To explore how digital devices can be connected	**Creating Media – Stop Frame animation** 1. To explain that animation is a sequence of drawings or photographs 2. To relate animated movement with a sequence of images 3. To plan an animation 4. To identify the need to work	**Programming A – Sequencing Sounds (Scratch)** 1. To explore a new programming environment 2. To identify that commands have an outcome 3. To explain that a program has a start 4. To recognise that a sequence of commands can have an order 5. To change the appearance of my project 6. To create a project from a task description	**Data and information – Branching databases** 1. To create questions with yes/no answers 2. To identify the attributes needed to collect data about an object 3. To create a branching database 4. To explain why it is helpful for a database to be well structured 5. To plan the structure of a branching database 6. To independently create an identification tool	**Creating Media – Desktop Publishing** Hardware: Chromebooks Software:Children need a canva for an education account/ You need to get parental permission and they have this on the planning links. As a teacher you need a canva account 1. To recognise how text and images convey information	**Programming B – Events and actions in programs** Hardware: Chromebooks Software: Scratch 1. To explain how a sprite moves in an existing project 2. To create a program to move a sprite in four directions 3. To adapt a program to a new context 4. To develop my program by adding features 5. To identify and fix bugs in a program 6. To design and create a maze-based challenge Event, Action, Motion, Bug, Debugging

	6. To recognise the physical components of a network Digital Device, Input, Output, Computer Network, Physical Component Discuss what it means to be connected to a network/internet, the difference between offline and online activities, and knowing who to ask for help (trusted adults) when using connected digital devices.	consistently and carefully 5. To review and improve an animation 6. To evaluate the impact of adding other media to an animation Stop Frame Animation, Frame, Sequence, Storyboard, Media Discuss media balance and screen time, keeping safe when sharing digital creations, and respecting other people's feelings when capturing their photo or work.	Scratch, Command, Sequence, Stage, Sprite Discuss keeping personal identity safe online, creating safe digital avatars or usernames instead of using real full names, and keeping passwords secret.	Branching Database, Attribute, Yes/No Question, Classification, Identification Tool Discuss personal details vs. general attributes, understanding that personal data (like home address, full name, or school) should not be answered or put into online forms/questions.	2. To recognise that text and layout can be edited 3. To choose appropriate page settings 4. To add content to a desktop publishing publication 5. To consider how different layouts can suit different purposes 6. To consider the benefits of desktop publishing Desktop Publishing, Layout, Template, Orientation, Placeholder Discuss digital footprints and online reputation, understanding that information, images, and text published digitally can be seen by others and should always be kind, accurate, and safe.	Discuss coping with online frustration, managing feelings when games or programs do not work as expected (debugging), and playing safely in interactive digital spaces.
RE	L2.1 Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2).	L2.2 Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Give examples of how and suggest reasons why Christians use the Bible today (B1). Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).	L2.4 Describe the practice of prayer in the religions studied (A2). Make connections between what people believe about prayer and what they do when they pray (A3). Describe ways in which prayer can comfort and challenge believers (B2).		1.3 Talk about how the mezuzah in the home reminds Jewish people about God (A3). Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of	L2.9 Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1) Make connections between stories of temptation and why people can find it difficult to be good (A2) Give examples of ways in which some inspirational people have been guided by their religion (B1). Discuss their own and others' ideas about how people decide right and wrong (C3).

	Identify how and say why it makes a difference in people's lives to believe in God (B1).	Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).	Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).		what they might do to celebrate Shabbat (B1). Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).	
PE	Fitness (KS2 unit 1) 1. To use coordination in our exercise. 2. To keep moving even when we are tired. 3. To know what AMRAP stands for and participate in it. 4. To identify what we find challenging and why. 5. To work under time pressure. 6. To beat our previous score and work out the difference in scores.	Handball 1. To use the ready position to catch effectively. 2. To perform accurate passes in different situations. 3. To move with the ball using the 3-step rule. 4. To prevent the ball being passed by blocking and intercepting. 5. To use quick, effective passes to attack as a team. 7. To develop accurate passing and move into space in a game. Football <u>Learning objectives:</u>	Gymnastics unit 1 1. To show extension and tension in our actions. 2. To move in and out of contrasting shapes with fluency. 3. To perform a sequence using different types of rolls. 4. To perform different shape jumps from low apparatus with control. 5. To perform a short group sequence in unison, taking weight on hands. 6. To create and perform a group gymnastics sequence using the	Gymnastics unit 2 1. To perform a Japana with control and link it smoothly to other gymnastics actions. 2. To use bounces and broad jumps with power and control in a sequence. 3. To take weight through our hands and arms and attempt a half lever. 4. To transition from one element to another, demonstrating control 5. To control our body weight through our hands and perform a side support	Dance unit 1 1. To represent the character of Matilda in our movements. 2. To represent Matilda's magical powers in a duet. 3. To represent the character of Miss Trunchbull in our movements 4. To demonstrate Miss Trunchbull's punishments in a duet. 5. To put our ideas together to create a class dance. 6. To perform a class dance.	Dance unit 2 1. How to represent pirates in our movements. 2. To create a journey duet. 3. To create a searching solo phrase. 4. To show in our dance that we have found treasure. 5. To combine our solo and duet phrases into a class dance. 6. To perform a class dance. Rounders 1. To get into the best body position to field a ball. 2. To bowl with some consistency in a game. 3. To hit a moving ball with one hand. 4. To stop a moving ball with the long barrier technique. 5. To throw longer distances using the overarm technique. 6. To select and apply new skills in a competition

	OAA 1. To use clear communication, strength and flexibility to complete a task. 2. To work with others to complete map reading tasks. 3. To draw and create a clear route on a map for others to follow. 4. With others to identify what went well and what we could do to improve. 5. To identify and explain what is required to complete a variety of challenges. 6. To safely take part in trust-based activities.	1. To use the inside of the foot to pass the ball. 2. To trap a ball with control that is moving along the ground. 3. To pass the ball accurately into space over short distances. 4. To identify and move into space to receive the ball. 5. To use the outside of the foot to control the ball and dribble. 6. To cushion the ball when receiving it.	skills learned in this unit. Tennis 1. To use the ready position to return a ball. 2. To hit the ball to different parts of the court using a forehand hit. 3. To perform an underarm serve to start a rally. 4. To move towards a ball to return it over the net. 5. To play cooperatively with a partner to keep the ball moving over the net. 6. To perform forehand hits to score points in a competition.	6. To combine our body-management skills into a creative final performance Cricket 1. To hit a stationary ball into space using the straight drive. 2. To bowl underarm to a batter with some consistency. 3. To use the correct footwork to strike a bowled ball. 4. To stop a moving ball using the long barrier technique. 5. To throw longer distances overarm. 6. To perform as a wicketkeeper	Athletics 1. To perform jumping and hopping sequences. 2. To run at different speeds. 3. To approach and jump hurdles. 4. To throw a javelin using the pull-throw technique. 5. To perform a variety of skipping techniques. 6. To keep score accurately over a range of events.	

Art/D.T Focus	**D.T** **Textiles – Cross Stitch and Applique Cushions** Lesson Objectives: To learn to sew cross-stitch and applique. To design a product and its template. (linking these to a landmark from a UK city- incorporate into design) To decorate a fabric using cross-stitch and applique. To assemble and complete a cushion. To evaluate cushion against design. Geography- Landmarks in cities around the UK	**Art:** Drawing- Lowry (local artist) **Weekly Lesson Objective-** 1) To explore, name and develop mark and line making techniques (a+b) 2) To observe and draw figures showing action, posture, and clothing volume inspired by Lowry's crowd scenes (a+b) 3) To evaluate artwork using structured sentence prompts and identify spatial layers (c) 4) To experiment with pressure control to create tints, shades, and smoky industrial gradients (a+b) 5) To observe architectural shapes and draw buildings in proportion from foreground to	**D.T:** **Mechanical Systems- Pneumatic Toys** Lesson Objectives: To explore how pneumatic systems create movement within mechanisms. To use different types of diagrams to summarise information. To design a toy that uses a pneumatic system. To explore forces and friction when designing your toy. To create a pneumatic system for a moving toy. To test and finalise ideas against design criteria. Key Vocabulary: Diagram, linkage, mechanical system, pneumatic system, thumbnail sketch Science- Forces and Friction	**ART** **Painting and Mixed Media – Prehistoric Painting** Lesson Objectives: To investigate Stone Age art and materials through 3D media and secondary sources. To develop accurate observational drawing skills using secondary sources. To explore global cave paintings, negative space, and stencil/template techniques. To mix natural earth colours and explore prehistoric mark-making using charcoal. To create textured surfaces to mimic cave walls and express personal identity	**DT** **Cooking and Nutrition- Eating Seasonally** Lesson Objectives: To explain why food comes from different places around the world. To explain the benefits of seasonal foods. To develop cutting and peeling skills. To evaluate seasonal ingredients. To design a mock-up using criteria. To evaluate a dish. To learn about the key person Edna Lewis. Key Vocabulary: Seasonally, taste, texture, snip, peel, grate Key Person- Edna Lewis **Electrical Systems- Electrical Posters** Lesson Objectives:	**ART** **Sculpture and 3D – Abstract Shape and Space** **Clay and Papier Mache.** Lesson Objectives: To explore artists who respond to natural disasters or geological force. To understand how tectonic plates slide, collide, and fault, creating mountains and trenches responding to this in clay. To construct a strong 3D armature (framework) using wire or carboard, scrunched newspaper, and masking tape (Double lesson) To understand Papier-Mâché Layering & Surface Manipulation To use colour theory and contrast to replicate Natural Energy in paint Key Vocabulary: Abstract, Form, Armature, Malleable, Tectonic, Papier Mache Link to Geography and Natural Disasters.

		background (a+b) To combine skills to create a detailed scene inspired by an artist (a+b) Rec- Thick, thin, light, dark, line, zig zag, wavy **Recap**- Year 1- sketch, observation, tone, shade, shadow, cross-hatching **Core-** Year 2/3 - Background, foreground, portrait, landscape, proportion, horizontal, vertical **Extension**- Year 4/5 - gradient, gestural drawing, stippling, horizon line, realism, diagonal Year 6- vanishing point, line weight, perspective, positive and negative space		through visual storytelling. To combine techniques independently and collaboratively to produce a final piece of artwork. Key Vocabulary: Layering, mural, pigment, line, texture, natural hues	To understand the purpose of information design. To research a set topic to develop a range of initial ideas. To develop an initial idea into a final design. To assemble my final product and incorporate a simple circuit. To investigate how light can be used in your circuit. Key Vocabulary: Battery, circuit component, crocodile wire, electrical system, public, research Science- Light	
Music Focus	**Animals: Call and response** Lesson objectives:	**Musical Storytelling: Instruments** Lesson objectives: 1. To explore listening and analysing a piece of music in relation to a story.		**Space: Contrasting dynamics** Lesson objectives: 1. To read and clap a rhythms based on a phrase from a story.		**Myths and legends: Structure** Lesson objectives: 1. To understand and practice reading symbols to show pitch.

	1. To create short sounds with varies dynamics that represent an animal. 2. To copy a short sound pattern. 3. To explore call and response using instruments. 4. To create sound patterns based on call and response. 5. To perform different sound patterns with contrasting. KEY VOCABULARY: call and response, dynamics, sound pattern	2. To explore how music and sound effects can tell a story. 3. To select appropriate sounds to match events, characters and feelings in a story. 4. To suggest appropriate sounds to represent parts of a story. 5. To perform a composition showing changes in tempo and dynamics. KEY VOCABULARY: Dynamics, encore, instrumental sound, sound effect, tempo. .		2. To hear, write and clap rhythms based on a phrase from a story. 3. To use a rhythm in different ways to demonstrate structure. 4. To create a structure using rhythmic patterns. 5. To perform a group composition. KEY VOCABULARY: one-beat notes, composition, paired half-beat notes, legend, myth, notation, pulse, rest, rhythm, structure, tempo, thinking voice.		2. To sing and draw pitch patterns. 3. To read and understand the notation for the song 'Once a Men Fell in a Well". 4. To use a tuned percussion instrument to play a song. 5. To complete the notation for a short song using a three-lie stave. KEY VOCABULARY: Dot, high, low, musical sentence, notation, Phrase, pitch, pitch pattern, stave.
PSHE Focus Year 2	Book - The Girl Who Never Made Mistakes 1.I can explain why mistakes help my learning. 2.I can tell you how I have learnt from my mistakes.	Book - Ravi's Roar I can explain that it is ok to feel all emotions I can explain why it is important to reflect on how I manage my emotions I can tell you what strategies help me to calm down	Book - Chicken Clicking 1.I can tell you the benefits of going online. 2.I can tell you how to recognise the dangers of being online. 3.I can tell you the rules and principles for keeping safe online.	Book - Aliens Love Underpants I can say the names of the different parts of the body (including external genitalia) and the differences between boys and girls. I can tell you why pants are private.	Book – The Girl at the Front of the class I can tell you what a refugee is I can tell you what human rights are I can tell you how I understand the needs of others	Book - Grandad's Camper 1.I can tell you some of the feelings associated with times of change and loss. 2.I can tell you some strategies I have for dealing with times of change and loss. 3.I can tell you how I could get help if I or someone I care about was struggling with times of change or loss.

	3.I can tell you how respecting myself and being kind to myself can help me to be happy. 4.I can tell you what the word perseverance means. 5.I can tell you what helps me to persevere. Link to British Values - Mutual Respect, Tolerance, Individual Liberty	I can tell you what is fair/unfair, right/wrong and kind/unkind I can tell you why it is good that people are different. Link to British Values - Mutual Respect, Tolerance, Individual Liberty	4.I can tell you how to report problems I have online. 5.I can tell you the value of the things that I buy. Link to British Values - Mutual Respect, Tolerance, Individual Liberty ,	I can tell you what type of physical contact is acceptable/ comfortable/ unacceptable/ uncomfortable and how to respond if I am uncomfortable. I can tell you what I can do if I feel unsafe in variety of situations. I can tell you the difference between secrets and nice surprises and the importance of not keeping any secret that makes me feel uncomfortable or afraid. Link to British Values - Mutual Respect, Tolerance, Individual Liberty, Rule of Law	I can tell you how I support others I can tell you some strategies for deciding if someone is trustworthy Mutual respect and tolerance, individual liberty, the rule of law	4.I can tell you about some of the different relationships I have with people in my family and why they are important. 5.I can tell you how helping others helps make me happy. Link to British Values - Mutual Respect, Tolerance, Individual Liberty
PSHE focus – year 3	Book - On a Magical Do Nothing Day 1.I can explain what nature is and I can tell you how nature benefits my mental wellbeing.	Book - Ruby's Worry I can explain that everyone experiences 'worries', but I need to get help if these become overwhelming. I can explain where I can get help or advice I can explain what to do if I can't ask my family or	Book - It's a No Money Day 1.I can tell you some of the ways people pay for things and some of the decisions people have to make about spending.	Book - Faruq and the Wiri Wiri 1.I can explain how food contributes to a balanced lifestyle. 2.I can tell you some principles of planning	Book - The Hundred Dresses 1.I can tell you the characteristics of a good friend.	Book - Ossiri and the Bala Mengro 1.I can tell you the benefits of community participation on my mental wellbeing. 2.I can tell you how music can benefit my mental wellbeing.

	2.I can give examples of the rights of living things and I can explain why it is important to respect the rights of all living things. 3.I can explain the importance of having a balance between online games and other hobbies 4.I can tell you how I can keep safe when I am outside. 5.I can tell you some strategies I have for managing disappointment. Link to British Values - Mutual Respect, Tolerance, Individual Liberty	friends for help and what to do if it is someone in my family or one of my friends who is making me feel unsafe or unhappy I can describe some of the physical signs of worry and I can explain what I should do if I am having lots of physical problems I can describe some simple self-care techniques I can use when I am feeling worried I can explain how children sometimes feel lonely and what children can do if they feel that way Link to British Values - Mutual Respect, Tolerance, Individual Liberty	2.I can tell you how money can affect people's emotions. 3.I can tell you some of the reasons people save or spend money. 4.I can tell you what 'borrowed' means and why people might borrow money. 5.I can tell you how to keep money and possessions safe. Link to British Values - Mutual Respect, Tolerance, Individual Liberty	and preparing a range of healthy meals. 3.I can make choices about the food I eat and I can tell you what affects the choices I make. 4.I can tell you how drinks contribute to a balanced lifestyle. 5.I can tell you what influences my goals and dreams for the future. Link to British Values - Mutual Respect, Tolerance, Individual Liberty	2.I can tell you some ways I can manage friendship problems. 3.I can tell you what impact bullying or cyberbullying can have and how someone experiencing bullying can stand up to this or get help. 4.I can tell you how bystanders can help prevent bullying. 5.I can tell you some ways that I can improve my friendships. Link to British Values - Mutual Respect, Tolerance, Individual Liberty	3.I can tell you why it is important to not give up when something is hard. 4.I can use a 5 point scale to tell you how hard I am finding my work and I can tell you some strategies that help me when my work is hard. 5.I can give constructive support and feedback to others. Link to British Values - Mutual Respect, Tolerance, Individual Liberty

Phonics and reading: We use 'Read, Write, Inc.' for our phonics across school. We use 'Ready Steady Read' for reading. Please see our phonics and reading page on the website for more information and videos which explain how to support at home.

Writing: We use 'Ready Steady Write' for more information on this, please visit our Writing page on the website.

Maths: We use 'White Rose Maths' for more information on this, please visit our Maths page on the website.