**St Johns CURRICULUM OVERVIEW: Year 2/3 YEAR A 2020-2021**

|  | **Autumn** | **Spring** | **Summer** |
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| **Themes** | **Pole to Pole** | **Viking Invaders**  | **Green Fingers** |
| **Phonics** | Read, Write Inc. Daily Phonics program | Read, Write Inc. Daily Phonics program | Read, Write Inc. Daily Phonics program |
| **Literature** | **F –** Quackling**NF –** Non-Chronological Report **–** Could a Penguin ride a bike? **Poetry –** Carry Me Away Animal PoetryThe battle of Bubble and Squeak – Phillippa PearceFrog and Toad together –Arnold LobelGorilla – Anthony BrowneTuesday – David Wiesner  | **F –** The Paperbag Prince **NF –** Transport**Poetry –** On the RoadThe Abominables – Dick King SmithHansel and Gretel – Anthony BrowneAmazing Grace – Mary HoffmanTraction Man is Here – Mini Grey  | **F –** The Papaya that Spoke **NF –** Grown your own lettuce**Poetry –** Poetry Pie The Flower – John LightPumpkin Soup-Helen CooperEmily Brown and the Thing – Cressida CowellThe Lion, the witch and the wardrobe – C S Lewis |
| **Maths** | Number – Place ValueNumber – Addition and SubtractionNumber – Multiplication  | Number – DivisionStatisticsMeasurement: Length and HeightGeometry – Shapes, position and directionNumber – Fractions  | Measurement: TimeProblem solving and efficient methodsMeasurement: Mass, capacity, and temperatureConsolidation & investigations |
| **Computing** | Create and debug simple programs Year 2 Coding- To understand what an algorithm is. • To create a computer program using simple algorithms.Online safety- to understand how things can be shared electronically for others to see both on Purple Mash and the Internet.Spreadsheets- Reviewing prior use of spreadsheetsYear 3 Coding- to create a design that represents a sequential algorithm. To explain what a variable is in programming. To explain what debug (debugging) means.Online safety- To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. To understand how the Internet can be used to help us to communicate effectively. Spreadsheets- To create pie charts and bar graphs. | Use logical reasoning to predict the behavior of simple programs Year 2 Questioning- to understand what is meant by a database. • Children have used a database to answer simple and more complex search questions.Effective Searching- To gain a better understanding about searching on the Internet.Creating Pictures- To be introduced to 2Paint A Picture. To look at the impressionist styleYear 3 Touch Typing- To introduce typing terminology To be able to touch type using the right hand.E mail- To learn how to use email safely.Branching database- To create a branching database of the children’s choice. | Algorithms – instructions: implementing and executingYear 2 Creating Pictures- To explore surrealism and e-CollageMaking Music- To be introduced to making music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence.Presenting Ideas- Children can use a variety of software to manipulate and present digital content and information.Year 3 Simulations- To analyze and evaluate a simulationGraphing- To enter data into a graph and answer questions. |
| **Science** | **Living things and their habitats****Year 2** - 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. | **Everyday Materials****Year 2** - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, 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.**Rocks****Year 3** - compare and group together different kinds of rocks on the basis of their appearance and simple physical propertiesdescribe in simple terms how fossils are formed when things that have lived are trapped within rockrecognise that soils are made from rocks and organic matter | **Plants****Year 2** - observe and describe how seeds and bulbs grow into mature plants- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.**Year 3** - 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. |
| **Working Scientifically****Key Stage 1**During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:- asking simple questions and recognising that they can be answered in different ways- observing closely, using simple equipment- performing simple tests- identifying and classifying- using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions.**Year 3 and 4**During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:- asking relevant questions and using different types of scientific enquiries to answer them- setting up simple practical enquiries, comparative and fair tests- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions- identifying differences, similarities or changes related to simple scientific ideas and processes- using straightforward scientific evidence to answer questions or to support their findings. |
| **RE** | Creation; Prayers, Saints and Feasts; Islam; Sacraments; Advent; Christmas | Epiphany; Revelation; Lent; Holy Week | Easter; Pentecost and Mission; Judaism; Sikhism and Hinduism; Big Questions of Faith |
| **PE** | **Games – Multi Skills** **Year 2** – To improve the way they coordinate and control their bodies and a range of equipment. To be able to follow rules. To choose and use tactics. To recognize good quality in performance. To use information to improve their work. Participate in team games.**Year 3** - Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills. **Dance****YEAR 2** - Copies and explores basic movements with clear control.Varies levels and speed in sequenceCan vary the size of their body shapesAdd change of direction to a sequence. Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli.**YEAR 3** - Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance.Translates ideas from stimuli into movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work. | **Gymnastics**YEAR 2 - Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence.**YEAR 3** - Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements. Beginning to develop good technique when travelling, balancing, using equipment etc**Multi-Skills****Year 2** - To improve the way they coordinate and control their bodies and a range of equipment.To recognize what their bodies feel like during exercise. Use basic attacking and defending skills. **Year 3** - Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills.  | **Athletics****Year 2** – change speed and direction whilst running. Can jump from a standing position with accuracy. Perform a variety of throws with control and co-ordination. **Year 3 -**Beginning to run at speeds appropriate for the distance. *e.g. sprinting and cross country* Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.**Swimming** YEAR 2 & 3 - (End of KS2 requirements) Swims competently, confidently and proficiently over a distance of at least 25 metres; Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke; Performs safe self-rescue in different water-based situations.**Racket sports – Tennis**YEAR 2 - Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defendingYEAR 3 - Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity.Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills.**Outdoor Adventurous Activities**YEAR 3 - Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group.Demonstrates an understanding of how to stay safe. |
| **History** | **Great explorers – enquiry**• Describe the achievements of Ranulph Fiennes, the qualities he possesses and give reasons why he is recognised as the world’s greatest living explorer;• Give an account of the accomplishments of Amy Johnson and give reasons which suggest why they can be considered remarkable given the role of women in society at the time; • Identify and recognise the main motives of the explorer Christopher Columbus, describe what he achieved and give reasons to help understand why he was able to accomplish what he did;• Describe and suggest reasons to help explain why the achievement of Neil Armstrong was so significant in the history of mankind and what enabled him to accomplish what he did;• Recognise, observe and suggest reasons for the particular challenges explorers venturing to Mars will face and explain the personal qualities they will require to complete the expedition successfully;• Through personal research, describe the achievements of another major explorer and identify, give reasons and begin to explain the ways of life of most people in the historic period in which they lived. | **Vikings enquiry (lower KS2)**• Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as ‘the Vikings’;• Describe why ‘Vikings’ is not, in fact, the correct name for these people and explain who the attackers really were;• Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made as news of the attack spread;• Identify and describe the design features of a longship and explain why it was an ideal vessel for Viking raiding parties along the coast of Britain;• Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgment;• Identify and describe the distribution of those areas of Britain settled by Viking Norsemen;• Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed; • Explain the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed;• Evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great, reach a judgment as to whether he is justifiably ‘great’ and justify their decision;• Describe and explain why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066. | . |
| **History Skills** | **Chronological Understanding:****Year 2** - Sequence artefacts closer together in time - check with reference book-Sequence photographs etc. from different periods of their life-Describe memories of key events in lives **Year 3** - Place the time studied on a time line-Use dates and terms related to the study unit and passing of time-Sequence several events or artefacts**Range and depth of Historical Knowledge:****Year 2** - Recognise why people did things, why events happened and what happened as a result-Identify differences between ways of life at different times **Year 3** - Find out about every day lives of people in time studied-Compare with our life today-Identify reasons for and results of people's actions-Understand why people may have wanted to do something**Interpretation of History:****Year 2**- Compare 2 versions of a past event-Compare pictures or photographs of people or events in the past-Discuss reliability of photos/ accounts/stories **Year 3** - Identify and give reasons for different ways in which the past is represented-Distinguish between different sources – compare different versions of the same story-Look at representations of the period – museum, cartoons etc**Historical Enquiry:****Year 2 -** Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. **Year 3** - Use a range of sources to find out about a period-Observe small details – artefacts, pictures-Select and record information relevant to the study-Begin to use the library and internet for research |
| **Geography** | **Enquiry – Why don’t Penguins need to fly?****Locational knowledge**• Name and locate the world’s seven continents and five oceans.**Human and physical geography**• Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the **Equator and the north and south poles.**• Use basic geographical vocabulary to refer to key physical and human features.**Geographical skills and fieldwork**• Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.• Use simple observational skills to study key human and physical features of environments. | **Enquiry – How and why is my local area changing? (lower KS2)****Locational knowledge**• Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Human and physical geography** Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**Geographical skills and fieldwork** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | **Enquiry – Why does it matter where my food comes from?****Locational knowledge**• Name and locate the world’s seven continents and five oceans.• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Human and physical geography• Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.• Use basic geographical vocabulary to refer to key physical and human features.Geographical skills and fieldwork• Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.• Use simple observational skills to study key**human and physical features of environments.****•** Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. |
| Identifying seasonal and daily weather patterns within a class weather station. **Geographical enquiry**: **Year 2** -Children encouraged to ask simple geographical questions; Where is it? What's it like?-Use NF books, stories, maps, pictures/photos and internet as sources of information.-Investigate their surroundings-Make appropriate observations about why things happen.-Make simple comparisons between features of different places.**Year 3** Begin to ask/initiate geographical questions.• Use NF books, stories, atlases, pictures/photos and internet as sources of information.• Investigate places and themes at more than one scale• Begin to collect and record evidence• Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. |
| **Art**  | **Drawing/3D** **Drawing –Year 2-** Experiment with tools and surfaces. Experiment with shade, colour, light and tone. Layer different media eg crayons, pastels, felt tips and charcoal.Year 3 – Experiment with shading using different media. Use observation for drawing from different viewpoints. Use sketching for painting. Accurately draw people – particularly faces. **3D Sculpture**- Year 2 – Experiments with tools on rigid and plastic materials. Shapes and forms material from direct observation. Replicates patterns and textures in a 3D form. Year 3 – Shapes, forms models and constructs materials. Creates texture using a variety of tools. Plans, designs and makes models.  | **Photography/Printing** **Photography** – Y2 - Develops an awareness of moods, emotions and feelings in photography. Alters images through collage.Y3 – Experiences a variety of lenses-cameras, telescopes and binoculars. Is aware of lenses and their effects on images.**Printing -** Y2 - Print with a growing range of objects and techniques. Use different forms of printing. Use carbon printing, relief press and fabric printing.Y3 – Re-create texture through printing. Use a variety of techniques including layering.Explore colour mixing through printing.  | **Collage/Textiles/Painting****Collage -** Y2 - Sorts materials according to their properties eg warm, cold, smooth, shiny.Engages in cutting and sewing. Creates textured collages.Y3 – Develops skills in cutting, stitching and joining. Experiment with a range of media-overlapping, layering. Begin to use applique.**Textiles -** Y2 - Overlapping and overlaying to create effects.Use large-eyed needles for running stitches.Use contrasting colours in stitching and weaving.Y3 – Use smaller eyed needles and threads. Explore simple stitches.Use tie-dye and batik. **Painting** – Year 2 Describe colours by objects. Make tones of colours using white. Darken colours by mixing. Use colour on a larger scale. Year 3- Make colour wheels – know primary, secondary and tertiary colours. Use different types of brushes. Use different techniques- dotting, splashing and scratching. |
| **DT** | Design, Make and Evaluate and Technical knowledge to include Cooking and Nutrition and mechanism. |
| **Music** | **Untuned instruments/body percussion – beat**Improvise and compose music for a range of purposes using the inter-related dimensions of music. **2Beat** Teach rhythm and pulse by building up various beats. | **Tuned and untuned instruments – rhythm**Improvise and compose music for a range of purposes using the inter-related dimensions of music. **2Explore** Play and record simple melodies by clicking on the instruments. | **Pitch - Tuned instruments – recorder****2Sequence** Drag and drop sounds into the grid. Explore harmony and build up musical scores. |
| **PSHE/ RSE** | **Healthy and Well being** **Healthy Lifestyles:** Learn about some things that keep our body healthyLearn about making healthy choicesLearn about simple feelings and simple strategies to manage feelingsLearn about basic personal hygiene routines and why these are important**Growing and changing:**Recognise what they are good at and to set simple goalsLearn how it feels when there is change or lossLearn about growing and changing and becoming more independentThe correct names for parts of the body for boys and girls**Keeping Safe:**Household products can be harmfulLearn about rules for keeping safe in familiar and unfamiliar situationsLearn how to ask for help if they are worried about something.Learn about privacy in different contexts | **Living in the wider World****Rights and Responsibilities:**-Classroom rules- about group and class rules and why they are importantLearn about respecting the needs of ourselves and othersLearn about groups and communities that they belong toLearn about where money comes from and what it is used forLearn how to keep money safeLearn that everyone is uniqueLearn about the ways that we are the same as other peopleLearn about the people who work in our communityLearn how to get help, including in an emergency**Taking care of the Environment:**Learn about looking after the local environment | **Relationships****Feelings and Emotions:** Recognise how other people are feeling -sharing their own feelings with othersdifferent types of behaviour and how this can make others feelLearn that bodies and feelings can be hurtLearn that hurtful teasing and bullying is wrong -what to do if teasing and bullying is happening**Healthy Relationships:**not keeping secrets that make them feel uncomfortable or afraid-listening to others and playing co-operativelyLearn about special people in their livesLearn about appropriate and inappropriate touch |