Class 2 Year B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Fiction including play scripts, dilemmas and other cultures	Non-Fiction Persuasive writing	Formal and informal letter writing	Diary writing	Poetry: Narrative poems	Recount: Newspaper and magazine writing
	Writing – Transcription Writing – Composition Writing – Vocabulary, Grammar and Punctuation Spoken Language Reading – Word Reading Reading – Comprehension					
Numeracy	Number and Place Value Addition and Subtraction Multiplication and Division		Multiplication and Division Money Statistics Length & perimeter Fractions		Fractions Time Properties of shape Mass & capacity	
Science	Thread: How strong is it?					
	Light (Y3 objectives) • 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 and that there are ways to protect their eyes		**Animals including humans (Y3)** • 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. **Animals including humans**		**Forces and Magnets (Y3 objectives)** • Compare how things move on different surfaces • Notice that some forces need contact between two objects, but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others	

Class 2 Year B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	• Recognise that shadows are formed when the light from a light source is blocked by an opaque object • Find patterns in the way that the size of shadows change.		**(Y2)** • 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 (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		• 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 magnets will attract or repel each other, depending on which poles are facing. **Y3 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 that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter.	
	Working scientifically Observation over time Pattern seeking Identifying, classifying and grouping Comparative and fair testing Research using secondary sources						

Class 2 Year B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	Thread: How can we use technology to communicate and create?					
	Data and Information Branching Databases		**Creating Media** Stop frame animation (Y3 unit, modified for Y2 including the first lesson from Y2 unit, Digital Photography)		**Programming A** Sequence in music (Scratch) (Y3 unit modified for Y2)	
	E-Safety Respectful usage and privacy Using technology safely and respectfully, keeping personal information private Recognising acceptable and unacceptable behaviour					
History	Thread: How were these societies structured?					
	KS2 Changes in Britain from the Stone Age to the Iron Age Differences between early and later Stone Age including hunter-gatherers and farming. Investigate if bronze is better than stone? Culture and entertainment in Ancient Greece (Olympics). How these impact upon modern day. **KS1 Events beyond living memory that are significant nationally or globally**		**KS2 A study of Greek life and achievements and their influence on the western world** How the Ancient Greek civilization was organised. The religious beliefs of the Ancient Greeks **KS1 Events beyond living memory that are significant nationally or globally** Comparing the modern day Olympics to the Olympics in Ancient Greece.		**KS2 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** Henry VIII – Reformation, family, and wars. Elizabeth I – Religion, family and wars. **The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.**	

Class 2 Year B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The discovery of Skara Brae. How did this finding help us to learn about the world in the Neolithic period?				Explore the lives of Henry VIII and Elizabeth I in the Tudor period.	
Geography	Thread: Classifying the world around me					
	Human and physical geography KS2: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. KS1: 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.		**Human and physical geography** KS2: 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 KS1: 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.		**Place knowledge** KS2: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. KS1 Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	
Art	**Painting** Colour mixing and watercolour		**Printing** Pattern		**Textiles** Dyeing and sewing	

Class 2 Year B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Create sketch books to record observations and use them to review and revisit ideas Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history					
Music	**Carnival of the animals (2)** Compose music and listen with increased concentration. ***(Listening Focus)*** **Composing music inspired by birdsong (2)** ***(Composition Focus)*** Composing using a non-musical stimulus Improvising and playing a solo on instrument		**Mingulay boat song and Nao chariya de (3)** ***(Singing and Listening Focus)*** Develop an understanding and appreciation of music from different musical traditions • Singing		**Learn to play the recorder** ***(Playing and Performance Focus)***	
PSHCE / Wellbeing	myHappymind: Meet Your Brain Y2	myHappymindPSHE: Safe choices KS1	myHappymind: Celebrate Y2 myHappymindPSHE: Online safety KS1	myHappymind: Appreciate Y2 myHappymindPSHE: Friendships and Showing Respect KS1	myHappymind: Relate Y2 myHappymindPSHE: Changing and Growing (just 'My Amazing Body' lesson) KS1 Safe Relationships KS1 Economic Wellbeing KS1	myHappymind: Engage Y2 myHappymindPSHE: Changing and Growing (just transition lesson) KS1

Class 2 Year B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Design Technology	**Textiles – Pencil Cases** • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.		**Structures – Photo Frames** • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.		**Food – Hot and cold sandwiches** • 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. • Investigate and analyse a range of existing products.	
	Evaluate ideas and products against their own design criteria and consider the views of others to improve their work					
MFL	Year 3 Unit 1 Moi (All About Me)		Year 3 Unit 4 Tutti Frutti (Fruit)		Year 3 Unit 5 Vive le Sport (Our sporting lives)	
PE	Developing Ball Control Skills Netball		Dance + Movement + Swimming Target Games + Swimming		Athletics + Swimming Ball Control Skills	
RE	L2.8 What does it mean to be a Sikh in Britain today?		1.4 What is the good news that Jesus brings?		L2.7 What does it mean to be a Hindu in Britain today?	

Class 2 Year B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	L2.4 What kind of world did Jesus want?		L2.1 What do Christians learn from the Creation story?		U2.12 What will make our city/town/village a more respectful place?	
Enrichment opportunities	Archaeological dig in school / Iron Age Farm visit Visit the Sikh temple		Greek theme day Geography field trip		Visit to Bolling Hall	