Year Group: Year 2/3		Academic Year: 2016/2017		
Term	**Autumn**	**Spring**		**Summer**
Curriculum Narrative	**Values** **Independence, Respect, Collaboration and Reflection**			
	The Stone Age and the Bronze Age Hook: examine Stone Age images of artefacts/replicas Outcome: present an exhibition about the Stone Age and an account of a day if the life of a Bronze Age person.	The Iron Age/The Romans are coming! Hook: Video accounts/recreations of Iron Age life. Outcome: Iron Age day encompassing all the activities and how people lived in their daily lives.		The Romans Hook: Letters from the Romans. Outcome: Create a short play/piece of poetry of an aspect of Romano-British life.
Trips and extras	Trip to Kent's Cavern	Iron Age day Swimming at Totnes Pavilions		Activities linked to Rainforest work Roman day
SMSC Social Moral Spiritual Cultural	Team building; Class charter development Seal & Thrive: New Beginnings, Getting on and falling out, Say no to bullying, Going for Goals, Good to be Me.			

Literacy Units

Type and focus	Fictional Story – account (set in Tobago)	Fictional Story	Traditional tale		Traditional tale	Voyage and Return Story
Texts that teach	Gregory Cool Caroline Birch	The Disgusting Sandwich	The blue slipper		Leon and the Place between	Jack and the Dreamstick Laurence Anholt
Teaching Sequence Outcome	Write own story based on the blueprint of Gregory.	Write own story based on blueprint of the story	To write own version of a Cinderella story (rags to riches)		Create own stories from main character's point of view	Write our own Voyage and Return fantasy stories.
Type and focus	Non fiction Information/ Recount style	Non fiction	Non fiction Explanation /instruction	Backwards stories	Non Fiction	Poetry
Texts that teach	A Day in the Life of a Stone Age Hunter A Ganieri	Stonehenge Secrets Mick Manning	Until I met Dudley Roger McGough and Chris Riddell	Previously Alan Ahlberg	Rainforest Rough Guide Paul Mason	Benjamin Zephaniah study
Teaching Sequence Outcome	Create own factual accounts of a day in the relevant time period	Fact files and information books about Stonehenge/To create a book about the secrets of a local place and its history over time	Fact files and information books about Stonehenge/To create a book about secrets of a local place and history over time	Use the style of Previously to write on a well-known story of the children's choosing.	Create a closely observed chronological report about a real or imagined environment.	Create own poems after studying this poet

Science	Animals, including humans Living things and habitats/Light	Uses of everyday materials Forces and magnets/Rocks		Plants Living things and their habitats

History	Stone Age to the Iron Age		The Romans	

Geography **LK = Locational knowledge** **HP = Human and and Physical** *Skills and fieldwork across all studies*	Study of UK historical sites e.g. Skara Brae/ Dartmoor/Kent's Cavern/ Wiltshire/Uffington/Wayland's Smithy/Maiden Castle /Woodbury LK KS1 - locate and name world's continents and oceans LK KS2 - locate world's countries, focus on Europe, N & S America Map reading	The weather HP KS1 - hot/cold places in relation to the equator/N & S poles HP KS2- focus on the water cycle, climate zones	Italy LK focus on Europe HP - mountains and volcanoes	South America LK - Amazon HP - rivers	Forests HP - biomes - study and compare Amazon, UK deciduous, N Europe coniferous
DT	Examine technology and tools of the historical time period. Study Stonehenge. Moving skeletons. DESIGN MAKE EVALUATE	Study technology of time period and buildings of time. Study Roman architecture e.g. columns, aqueducts – support structures using techniques. DESIGN MAKE EVALUATE		Study Roman chariots – use of wheels and axles. DESIGN MAKE EVALUATE	
Art	Create sketches to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including use of pastels, colour mixing, exploring space, and charcoal. Learn about great artists in history – cave painting techniques.	Improve their mastery of art and design techniques, including drawing, painting and natural objects sculpture with a range of materials. Learn about great artists in history – creating simple beads, Iron Age art		Improve their mastery of art and design techniques, including clay sculpture imitating Roman busts, creating mosaic patterns, pencil and painting. Learn about great artists in history - .	
RE	Year 3 Unit 1 Worship, pilgrimage and Sacred Places	Year 2 Unit 5 Leaders and Teachers		Year 3 Unit 3 Teachings	
Maths	Rising Stars	Rising Stars		Rising Stars	
French	Luc et Sophie	Luc et Sophie		Luc et Sophie	
Music	Charanga	Charanga		Charanga	
Computing	**Keeping Safe on the computer.** Y2/3Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. **Search Technologies.** Y3 Be able to retrieve information efficiently. Y2 Use technology purposefully to create, organise, store, manipulate and retrieve digital content	**Programming – Logo or equivalent.** Y3 Breaking programs into step by step instructions. Be able to use logic to explain why it does or doesn't work. Understand how changing variables affect the outcomes. Y2 use logical reasoning to predict the behaviour of simple programs		**Computer Networks.** Y3 Be able to email safely and collaborate and share on shared sites. Understand how this is possible within simple networks. Y2 How computers are used outside of school.	
	How to use IT (ongoing practise and development of skills), including PowerPoint, Safe use of technologies- ongoing development and reinforcement.				
PE	**1st Half term:** **Striking and Fielding: Kwik Cricket** Yr3: use running, jumping, throwing and catching in isolation and in combination Yr2: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of	**1st Half term:** **Gymnastics:** Yr3: Stretching and Curling Yr2: Balance **Invasion Games** Yr3: Creating Space Yr2: Sending skills **2nd Half term:** **Net/wall**		**1st Half term:** **Athletics:x2** Y3/Y2 :Running – endurance throwing for accuracy jumping for height **2nd Half term:** **Striking and Fielding** Y3 How to hit or strike the ball into	

	activities **Dance: A Journey** Yr3: Perform dances using a range of movement patterns Yr2:Perform dances using simple movement patterns. **2nd Half term:** **Invasion Games:** Yr3 Passing Yr2 Catching/throwing **Dance-** Yr3: Perform dances using a range of movement patterns Yr2: Perform dances using simple movement patterns.	**Y3:** Directing the ball **Y2:**Throwing and catching **Swimming** KS1/KS2 Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.	space, Fielding as a team. Y2 Hitting and Striking **Athletics** Y3/Y2: Travelling, throwing and jumping