

Year 2 and 3 Curriculum Plans

Subject area	Content	Key vocabulary
Science	<p>Rocks We will be finding out all about rocks! We will investigate the properties of different types of rocks and how we make use of these properties when using rocks. We will spot different rocks in use in our environment and think about why that is. We will find out how rocks are made and how they are classified into different types of rocks. We will sort rocks in different ways. We will also be finding out about fossils - what they are and how they are created. Maths links: number system linking to time, measuring, mass.</p> <p>Animals including Humans We will be learning about the digestive system of humans and other animals and finding out how it works and what it needs to work effectively and keep us healthy. We will link this to work on healthy lifestyle choices and the food chain that we are a part of. We will also be looking at how our body moves, including our muscles and skeletons. Maths links: measuring (height, mass), time, calculating energy in food.</p>	<p>sedimentary, igneous, metamorphic, granite, limestone, sandstone, lava, magma, pressure, sediment, layers, soil, organic matter, compost, smooth, rough, grainy, crystals, hard, soft, fossil</p> <p>nutrition, diet, healthy, unhealthy, choices, balanced/ unbalanced, vitamins, minerals, fat, carbohydrate, sugar, protein, energy, kilo-Joules, photosynthesis, vertebrate, invertebrate, blood, heart, oxygen, skeleton, muscles, support, protection, movement</p>
Computing	<p>Creating digital content – stop motion animation We will be making our own stop-motion animations using iPads. We will first find out what an animation is and how it works. Then we will plan our own stories and go through the process of turning our imagined ideas into amazing movies. Watch this space! Maths links: time, scale.</p> <p>Coding using Crumble We will be designing, creating and coding our own winter decorations using Crumble software. This will need us to apply our DT design and make skills along with knowledge of electronic circuits from science. We will be writing out own algorithms using coding blocks and will need to test and de-bug them so that our decorations are beautiful and sparkling! Maths links: measuring, time.</p>	<p>animation, frame, frames-per-minute, flip book</p> <p>algorithm, input, output, program, LED, debug</p>
P4C Philosophy for Children	<p>Time We are going to be digging into the concept of time in philosophy this term. What is time? Who decided how to organise time? Can time speed up or slow down? Could you travel in time? Is time the same for everyone? So many questions to think about! We will start the thinking off by looking at the idea of travelling back in time, linked to our work on fossils and the history topic of the stone age. Maths links: time, number system (BIG numbers)</p>	<p>time, decades, millennia, before, after, past, future, slower, faster, enquiry, challenge, collaborative, caring, community</p>

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R.S.E	<p>Keeping Myself Safe We will be thinking about how we look after ourselves and keep ourselves healthy, happy and safe. We will make strong links to Rights of the Child and to Global Goals. We will also link to the computing curriculum and online safety. We will think about who or what influences us and whether those influences are positive or negative.</p> <p>Rights and Responsibilities We will be finding out about people who volunteer to make their communities better and be thinking about the things we can do to help other people or animals. We will make strong links to Rights of the Child and Global Goals.</p>	<p>Friendship, healthy, unhealthy, emotions</p> <p>Difference, tolerance, kindness, empathy</p>
Geography	<p><u>Settlement and land use in the local area</u></p> <p>After recapping the four countries of the U.K. and their capital cities, we will be learning about the different regions within the UK with a focus on why and how the land is used. We will begin by looking at school regions, home addresses and postcodes, followed by regional food and regional symbols. We will consider how people use the land by first of all considering the way different parts of our school are used, followed by looking at local land use. We will consider the different landscape regions of the UK as well as its national parks, focussing particularly on the Lake District.</p>	<p>Address, county, district, grid reference, postcode, region, code, zone, Giant’s Causeway, Jurassic Coast, the Norfolk Broads, the Pennines, Thames, glacier, lake, mountain, national park, tarn,</p>
RE	<p><u>What can we learn from religious leaders?</u></p> <p>This term, we will be enquiring into the qualities, roles and significance of leaders in religion. Exploring the lives of leaders can help understanding of what religions means in real life through themes of choice, faith, courage, resilience, commitment, self-sacrifice, and faithfulness. We will focus on the impact of these leaders today and develop skills in methods of enquiry to think about who and what influences and inspires their and other’s lives.</p>	<p>Leader, follower, courage, choice, Christian, Jesus, disciple, gospel, Bible, Muslim, Islam, Prophet, Qur’an, Imam, Jewish, Rabbi, synagogue, Torah, Buddhist, Vihara, temple, monk, compassion, wisdom, Hindu, Guru, Mandir, Mahatma (Great Soul), Sikh, Gudwara, Guru, Guru Granth Sahib</p>
French	<p>This term we will be recapping how to greet and introduce ourselves to others as well as asking others how they are and how to respond. We will learn numbers 0-10 and will use these to tell people our ages and ask people theirs. After learning the months of the year, we will be able to tell people the month in which we were born.</p>	<p>Bonjour, comment t’appelles tu?, je m’appelle, comment ca va?, ca va bien, ca va mal, ca va tres bien, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, quel age as-tu?, j’ai....ans, janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre.</p>

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History	<p><u>Stone Age to Iron Age</u></p> <p>This term we're travelling back to the very earliest periods of human history in Britain to discover what life was like during the Stone Age through the Bronze Age to the Iron Age. We'll explore how lifestyles evolved during these times, looking at the factors that led to Stone Age hunter-gatherers settling into early farming communities and how these settlements in turn developed into hillforts in the Iron Age.</p> <p>A major emphasis will be on considering the sources of evidence available and how these are interpreted, contribute to our understanding of this period of British history.</p>	archaeology/archaeologist artefact, BC, prehistoric, Palaeolithic, Mesolithic, Neolithic, chronology, settlement, excavation, hunter-gatherer, site, community, domesticated, preserved, henge, burial, grave goods, hill fort, deduce
Art	<p><u>The First Artists</u></p> <p>To complement the work we're doing in history we're going to explore the art works created by the earliest peoples. We'll experiment with charcoal, berries, leaves, homemade paints, clay and more to develop our understanding of what it was like to create art thousands of years ago and why these works were created.</p>	natural pigments, minerals, culture, symbols, ritual, communicate, positive and negative space, silhouette, scene
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Design and Technology	<p><u>Homes</u> ~ focus structures.</p> <p>Our homes research and designs will be completed and we will have the opportunity to use and apply the measuring, cutting and joining skills we developed last term.</p> <p>There are so many exciting and creative home ideas being developed. Throughout the research, design and make process we will continually evaluate our learning, finding ways to overcome barriers and to adapt and improve the homes we are making.</p> <p>We will also be designing and making our own unique Christmas card.</p>	Home, roof, walls, door, windows, porch, stairs, steps, rooms, floor, porch, bricks, wood, logs, reeds, leaves, thatch, slates, tiles, glass, frames, hinges, handles. Search, insert, draw, text box, save as, describe, inspire, ideas, design, resources, cutting, joining, finishing.

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PE	<p><u>Invasion Games</u> ~ as part of our invasion games this term we will be learning to send and receive the ball in lacrosse. Alongside passing, will learn how to cradle the ball and travel with it, how to shoot at goal and the vocabulary and terminology that are used in lacrosse.</p> <p>We will also learn to send and receive the ball in netball and using a hockey stick.</p> <p>Additional to this, children will have multiskills sessions once a week for 6 weeks through Eden Valley Schools Sports Partnership.</p>	<p>Stick, ball, goal, attack, defend, pass, travel, cradle, shoot.</p> <p>Centre, bounce, overarm, chest, two-handed pass.</p> <p>Third, D area, goal, aim, defend, obstruct.</p> <p>Centre, goal shooter, goal attack, goal defence, goal keeper.</p>
Learning Curriculum	<p>We will explore the word 'motivate' and link it to the terms 'intrinsic' and 'extrinsic'. We will think about when, how and why we are motivated to do things. The conversations we have will help us to think about and become aware of how motivation is linked to our learning and what impact this has on us being effective and successful. We will also explore the link between motivation, self-regulation, self-drive and independence.</p>	<p>Motivation, learn, intrinsic, extrinsic, drive, self-drive, engagement, reward, success. Example, root, origin, definition.</p>
Rights of the Child Global learning (assembly time)	<p>We will learn about the rights all children have to be cared for and kept safe, including having enough food to eat and a safe place to live. Linked to remembrance day we will think about the right to be protected from war and the right to an education and to play. We will think about these rights both locally in this country and globally.</p> <p>We will follow up the work we did for The World Land Trust and we will think about cop 27 and continue to work on measures to make our school as eco-friendly as possible. This includes reducing plastic use, refilling hand wash etc and reducing food waste at lunchtime.</p>	<p>Rights, Article, universal, unconditional, indivisible, inalienable, inherent.</p> <p>Food, shelter, safety, remembrance etc</p>