

Year 2 and 3 Curriculum Plans

Subject area	Content	Key vocabulary
Science	<p>Light ~ We will be finding out all about light. What light is and what various light sources are. We will investigate how light travels and the role it plays in enabling us to see. We will investigate how absorbent or reflective different materials are and how that impacts on the uses they may have. We will also be looking at shadows and how they change depending on the position of the light source.</p> <p>Maths link : measurement (distance, LUX), data handling</p> <p>Electricity ~ We will be thinking about the different ways that we use electricity and how it is generated and transferred to where we need it. We will investigate different types of circuits and develop our skills in building and adapting circuits, including different elements such as switches and buzzers. We will investigate how materials act as insulators or conductors and what that means and how those properties can be used for practical purposes. Maths link : measurement (decibels, lux, volts), order of components</p>	<p>light, photons, reflect, absorb, LUX, dark, pupil, lense, optic nerve, transparent, opaque, translucent, energy, light source</p> <p>Electricity, energy, source, renewable/ non-renewable, circuit, component, battery/ cell, bulb, buzzer, motor, series, connector / wire, switch, conductor, insulator</p>
Computing	<p>Coding using Crumble ~ We will be learning how to use Crumble software to control LEDs and motors. 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 our own algorithms using coding blocks and will need to test and de-bug them so that designs are successful.</p> <p>Maths link : measuring, time.</p> <p>Online Safety and Digital Literacy ~ We will revisit and develop our knowledge and understanding relating to online safety and digital literacy. We will look at the different platforms that are available on the internet and why age restrictions are in place to protect us. We will ensure that we all understand what to do if we feel uncomfortable about anything we see online and how to report any unsuitable content. We will also find out about how to assess and fact check online content.</p>	<p>Algorithm, input, output, program, LED, debug, crumble</p> <p>apps, social media, games (various), parental controls, age appropriate, cross-check, copyright</p>
RE	<p>How do some people belong to their faith family? Christian and Muslim ~ This investigation will enable us to think about belonging. We will be learning about how religious people show they belong to their faith community, such as, the ways babies are welcomed in religions and the promises made at weddings. We will reflect on own network of belonging and consider if we all belong to someone.... or not. Whist we will be specifically focusing on Christian and Muslim faiths but will also learn about other religious and non-religious world views.</p>	<p>Belonging, baptism, Aqiqah, Brit Milah, dedication, symbols, calligraphy, cross, crucifix, rosary, christening, welcome, ceremony, Ka'ba, Hajj, marriage, wedding, promises.</p>

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P4C Philosophy for Children	<p>in assembly times, with Mrs H and our staff team, older and younger buddies will explore, ponder and discuss questions generated by buddy groups around the story of 'The Whale Who Wanted More'. This will include study of words such as contentment, happiness, perfection, amassed etc. Our thoughts will be displayed and we hope to invite you to one of our assemblies.</p> <p>With Miss Price,</p> <p><u>Light and Dark</u> ~ with Mrs Gill, linked to science, we will be digging into the concept of light and dark in a number of contexts and challenging our own assumptions.</p>	<p>Belong, belongings, amass, full, happy happiness, lonely, loneliness, content, contentment, noun, verb, origin, need, want, company, agree, disagree, explain, question, consider, explore, decide, enquire, ponder, share, think.</p> <p>Light, dark, good, bad, scary, frightening, enlightening, safe, danger</p>
R.S.E	<p><u>Keeping Myself Safe</u> ~ 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\what influences us and whether those influences are positive or negative and how to risk assess different situations. As part of this learning, we will look at medicines and drugs and how they should or should not be used.</p> <p><u>Rights and Responsibilities</u> ~ 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, our environment and animals. We will make strong links to Rights of the Child and Global Goals. We will also be learning about money and budgeting.</p>	<p>Mental and physical health, influence (positive/negative), medicines (named), drugs (named).</p> <p>Volunteer, community, finance, budget</p>
French	<p><u>On fait la fete (Celebrations)</u></p> <p>We will be learning to talk about what we can do well and celebrating achievements and special occasions. We will be recapping our knowledge of months of the year to make simple statements.</p> <p><u>Portraits</u></p> <p>We will be recapping parts of the body and colours to help us to say and write descriptions of people, in French.</p>	<p>Bien, tres bien, je joue bien au football, je nage bien, je danse, je chante, je lis, bravo, super, chouette, fantastique</p> <p>Les couleurs, j'ai, il/elle a, un nez bleu, une bouche bleue, les yeux/cheveux bleus, il/elle est, le nez, le bras, le coude, la tete, la bouche, la jambe, les genoux, les pieds, les doigts, les orteils, les yeux</p>

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Art	<p><u>Journeys ~ Go With the Flow</u></p> <p>We're close to completing our Friedensreich Hundertwasser-inspired artworks and they look stunning. We settled on a combination of Sharpie, oil pastels and watercolours for our pictures, 'harvested our dreams' and are very much looking forward to sharing our finished pictures with you.</p>	celebrate, reflect, evaluate, feedback, technique, media
Music	<p><u>Reggae</u> ~ We will start off the spring term by learning all about reggae. Within this topic we will explore a range of reggae songs, learning about the characteristics and history of the reggae genre. Our focus will be Bob Marley and how he helped popularise reggae music. Building on this, we will learn to sing 'Three Little Birds' by Bob Marley and play the song on glockenspiel.</p> <p><u>The Dragon Song</u> ~ After half term, we will begin to learn about, and listen to different Traditional Folk tunes from around the world which help us to celebrate our differences and promotes the importance of being kind to one another. In addition to listening to different Traditional Folk songs, we will learn to sing 'The Dragon Song' by Joanna Mangona and we will have opportunity to use our imaginations to personalise our performance of the song through improvisation.</p>	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, compose, improvise, hook, riff, pentatonic scale, melody, reggae, Jamaican music, Rastafari movement.
Learning Curriculum	Our area of focus will be on absorption, exploring what it means and when it applies. We will link this to being in a state of flow when we are engrossed in our learning. We will compare this to managing distraction and how this relates to noticing skills. We will discuss times when each apply. If time allows, we will move onto considering resilience and resourcefulness, a focus which will continue into the summer term.	Absorbed, productive, positive, counter-productive, negative, noticing, distraction, memory, healthy, unhealthy, obsessive, resilient, persistence.
Rights of the Child Global learning (assembly time)	<p>This term we will work together to review and update our school Single Equality and Accessibility Plans. We will consider how society can stereotype gender, race, religion, disability, age and other areas of conscious and unconscious bias. This will include our use of images and books. We will audit and update as we go along.</p> <p>We will link this work to accessibility. Is our school accessible to all members of our community, including for visual, hearing, and mobility impairments, for pushchairs etc. We will audit and plan for improvements as we identify them. We will link the above areas to UNICEF Conventions for the Rights of the Child, considering Articles 28, 29 and 31 amongst others as we identify them. Everyone will have opportunities to study the Articles and identify ones they wish to carry out more work around. Once studied, we will plan a community event to share what we have learned.</p>	Rights, Article, universal, unconditional, indivisible, inalienable, inherent. Visual impairment, hearing impairment, mobility, disability, access, inaccessible, equality, same, Articles, convention positive discrimination, opportunities, consider, discuss, present, share.

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History	<p><u>Invaders and Settlers ~ Romans</u> At Vindolanda Fort near Hadrian's Wall hundreds of little wooden 'postcards' have been unearthed, providing a fascinating glimpse into the lives of Roman soldiers and their families living on the northern frontier of the Roman Empire nearly two thousand years ago. These tablets will be our starting point for exploring the invasion and settlement of large areas of Britain by the Romans. We'll learn what life was like for the Celts living in Britain before the invasion, the impact the invasion had and the response to it, in particular Boudicca's Revolt. The Romans occupation changed Britain forever and we'll explore some of the ideas, beliefs, inventions and systems that had a lasting impact on life in Britain, even after the Roman rule of Britain came to an end. We also plan to learn some Latin words and phrases!</p>	conquer, empire, emperor, invade, settle, barbarian, Celt, Picts, tribe, revolt, Boudicca, Iceni, fort, raid, artefacts, tablets, fragment, legion, auxiliary soldier, cohort, century, villa, mosaic, Latin
PE	<p>Our main area of focus this term will be dance, as we are going to perform a dance we compose ourselves at the U Dance festival in Carlisle towards the end of March. We will begin by exploring dance from around the world and finding out about vocabulary and term used to describe dance. From selecting theme and music to creating motifs, we will compose our whole dance, section by section, practising hard and using film to help use evaluate and improve our performance as we go along. We will perform our dance in Carlisle in March. We will also have lacrosse coaching sessions for the second half of the Spring term and a visit to Eden Rock climbing wall.</p>	Compose, choreograph, unison, canon, pattern, motif, extend, style, story, culture, stillness, balance, counter-balance, speed, atmosphere, effect, express, musicality, rehearse, perform Stick, scoop, bend, throw, aim, eyes, body check, ball down, box, cradle, clear.
Geography	<p><u>Our Ocean Planet</u></p> <p>Focusing on the Sustainable Development Goals: 13 Climate Action and 14: Life Below Water, this term, we will be exploring the diversity and importance of Britain's surrounding seas before expanding to research the oceans; studying everything from the water cycle in the Arctic to penguin evolution in the Southern Ocean.</p>	Marine, ocean, sea, habitats, microhabitats, organisms, diversity, climate zones, climate, ecosystem, sunlight, trench, twilight, volcanic, zones
Design and Technology	<p>We will start the term with lots of food technology, focusing on healthy breakfast recipes. We will make overnight oats, granola, pancakes, fresh bread rolls, delicious smoothies and cereal bars. We will design and make costumes for our Winter themed dance which we are composing for the UDance festival in March. Following this we will be combining structures, textiles and mechanisms to create our own moving sea creatures of the deep. There will be opportunities within this project to use and apply science learning around light and electricity. We will learn about pneumatic pushes and pulls and incorporate pneumatic movement into our models.</p>	Heathy, balanced plate, carbohydrate, slow release energy, recipe, ingredients, method, food labels, tools, hygiene. Fabric, ribbon, twine, lace, effect, design, finishing, sew. Pneumatic, electric, force, push, attach, frame, research, design, evaluate, finish.