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| It's a Baby! | **STEM OVERVIEW:** Biological Sciences-living things grow, change and have similar offspring  What is an offspring.  How humans grow and change from a baby to an adult.  How offspring that look like their parents grow and change.  How the offspring of frogs grow and change.  How the offspring of insects grow and change.  **TOPIC VOCABULARY: living thing, animal, plant, mammal, amphibian, insect, grow, change, birth, develop, similar, offspring, reproduce, stage.** |
| Autumn 2/Spring 3  Cycle A  Year 2/3 |

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| Maths | English |
| **Y2**  **Multiplication & Division**  Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.  Show that the multiplication of 2 numbers can be done in any order (commutative) and the division of one number by another cannot.  Calculate mathematical statements for multiplication and division within the multiplication tables and write them using x ÷ and = signs.  Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.  **Statistics**  Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.  Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.  Ask and answer questions about totalling and comparing categorical data.  **Measurement-length and height**  Choose and use appropriate standard units to estimate and measure:  Length and height in any direction (m, cm)  **Geometry-shape, position and direction**  Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.  Identify 2D shapes on the surface of 3D shapes e.g. a circle on a cylinder and triangle on a pyramid.  Compare and sort common 2D shapes and everyday objects.  Recognise and name common 3D shapes including cuboids, cubes, pyramids and spheres.  Compare and sort common 3D shapes and everyday objects  Order and arrange combinations of mathematical objects in patterns and sequences.  Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for a quarter, half and three-quarter turns (clockwise and anticlockwise).  **Y3**  **Multiplication & Division**  Recall and use multiplication and division facts for the 3, 4 and 8 times tables.  Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods.  Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which N objects are connected to M objects.  **Statistics**  Interpret and present data using bar charts, pictograms and tables.  Solve one step and two step questions using information presented in scaled bar charts and pictograms and tables.  **Measurement-length and height**  Measure, compare, add and subtract:  Length (m, cm, mm)  **Geometry-shape and perimeter**  Draw 2D shapes  Make 3D shapes using modelling materials.  Recognise 3D shapes in different orientations and describe them.  Measure the perimeter of simple 2D shapes. | **Phonics** in RWI and literacy lessons:  continue to apply phonic knowledge and skills as the route to decode words, until automatic decoding has become embedded and reading is fluent  read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes  read accurately words of two or more syllables that contain the same graphemes as above  read words containing common suffixes  read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered  read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation  re-read these books to build up their fluency and confidence in word reading.  **Reading** comprehension in RWI, guided reading, 'Read to Succeed', class reading: develop pleasure in reading motivation to read, vocabulary and understanding by:  listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  discussing the sequence of events in books and how items of information are related  becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  being introduced to non-fiction books that are structured in different ways  recognising simple recurring literary language in stories and poetry  discussing and clarifying the meanings of words, linking new meanings to known vocabulary  discussing their favourite words and phrases.  **Spelling** in RWI, Spellzoo, Hammer Grammar, literacy and cross curricula writing:  segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  learning to spell common exception words  learning to spell more words with contracted forms  learning the possessive apostrophe (singular)  distinguishing between homophones and near-homophones  add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  write from memory simple sentences dictated by the teacher that include words using the  GPCs, common exception words and punctuation taught so far.  **Grammar and Punctuation** in RWI, Hammer Grammar, literacy and cross curricula writing:  use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)  use sentences with different forms: statement, question, exclamation, command  use expanded noun phrases to describe and specify  use the present and past tenses correctly and consistently including the progressive form  use subordination (when, if, that, or because) and co-ordination (using or, and, but)  use some features of written Standard English  use and understand the grammatical terminology when discussing our writing.  **Writing** composition in RWI, literacy and cross curricula writing:  writing narratives about personal experiences-explanation of how I have changed as I have grown up;  recount the personal experiences of others: retell the biography of Sir David Attenborough and write a  biography of a family member;  retell the story 'Owl Babies';  write an explanation of the life cycle of a sunflower;  write a narrative to accompany the silent film 'Grasshopper Catapult' from the 'Miniscule' series. |

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| Science | Geography | History |
| Through the STEM topic:  Plants:  Year 2 objectives  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.  Animals including humans  Year 2 objectives  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 how animals obtain their food from plants and other animals, using the idea of a simple food chain, identify and name different sources of food,  Year 3 objectives  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.  Ongoing: working scientifically-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 observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions. | Use aerial photographs and plans to recognise landmarks and basic human and physical features to draw a sketch map of the school and its grounds to identify where living things can be found.  Devise a map, use and construct symbols in a key.  Use compass directions (N,S,E,W) and locational and directional language to describe features and routes on a map-when researching the Galapagos Islands. | Study lives of significant individuals in the past who have contributed to national/international achievements- Charles Darwin and his work on the Galapagos Islands. |

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| Art and Design | Design and Technology | Music |
| As part of our work towards the Artsmark Award we shall continue to develop our own ideas for an original painting inspired by the work of Joseph Wright based on the theme of light.  Use drawing and painting to develop and share ideas, experiences and imagination based on the theme of light.  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to produce an original canvas for the Artsmark Award.  To use a range of materials creatively to design and make products. | Design purposeful, functional, appealing products for themselves and other users based on design criteria and generate, develop, model and communicate their ideas through talking and drawing.  Select from and use a range of tools and equipment to perform practical tasks.  Select from and use a wide range of materials and components, including construction materials and textiles, according to their characteristics.  Evaluate their ideas and products against design criteria.  Build structures, exploring how they can be made stronger, stiffer and more stable. | **Charanga 2: through the Christmas song Ho, Ho, Ho! we shall:**   * use our voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * experiment with, create, select and combine sounds using the inter-related dimensions of music. * listen with concentration and understanding to a range of high-quality live and recorded music:   Night on a Bare Mountain by Mussorgsky; Firebird Finale by Stravinsky; Largo from New World Symphony by Dvorak; Minute Waltz by Chopin; Hallelujah Chorus from Messiah by Handel; Troika-Sleigh Ride by Prokofiev.  Learning our songs for the Christmas musical.  **Charanga 3: through the rock song I Wanna Play in a Band and the reggae song Three Little Birds, we shall:**   * use our voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * experiment with, create, select and combine sounds using the inter-related dimensions of music. * listen with concentration and understanding to a range of high-quality live and recorded music:   Winter and Spring from the Four Seasons by Vivaldi; Storm Interlude by Britten; Hedwig’s Theme from Harry Potter by John Williams; Ode to Joy and Fur Elise by Beethoven. |

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| Languages | Physical Education | Outdoor Learning |
| French   * Listen attentively to spoken language and show understanding by joining in and responding. * Explore the patterns and sounds of language through songs and rhymes. * Engage in conversations; ask and answer questions. * Speak in sentences, using familiar vocabulary, phrases and basic language structures. | BSP Coach  Team Games  participate in team games, developing simple tactics for attacking and defending  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 activities  School Staff  Multi skills  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 activities.  BSP Coach  Football  participate in team games, developing simple tactics for attacking and defending  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 activities  School Staff  Dance  perform dances using simple movement patterns | From September until December, one afternoon per week:   * Leaf art using different types and colours * Leaf identification * Twig frames * Identifying different colours and textures * Leaf necklaces and headbands * Animal shelters * Human shelters * Woodland creature identification |

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| PSHE/RSE | Religious Education | Computing/E-Safety |
| **The second topic is Being Me**  Core themes: Living in the Wider World/Relationships/Health and Wellbeing.    L4. Recognising the different groups they belong to.  L14. Identifying that everyone has different strengths.  R23. Recognising the ways in which they are the same and different to others.  H21. Recognising what makes them special.  H22. Identifying the ways in which we are all unique.  H23. Identifying what they are good at, what they like and dislike.  **The third topic is Changes**  Core themes: Health and Wellbeing.    H13. Recognising that feelings can affect the way we think, feel and behave.  H16. Recognising ways of sharing feelings.  H18. Identifying ways to manage big feelings.  H19. Recognising when we need help and understand how to ask for help.  H20. Identifying feelings associated with change/loss.  H24. Exploring how to manage when we find things difficult.  H26. Explaining how people’s needs change as they grow from young to old.  H27. Explaining positive ways of preparing to move to a new class/year group. | Based on the Derbyshire Agreed Syllabus 2020 onwards.  **Unit 1.6 Expressing: Christian and Jewish people.**  **How and why do we celebrate special and sacred times?**  Identify some ways Christian celebrate Christmas/Easter/Harvest/ Pentecost and some ways a festival is celebrated in another religion (A1).  Re‐tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to  believers (A2).  Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).  Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to  believers (C1). | **TOPIC 2:**  Creating Media-Digital Photography  Information technology:   * use technology purposefully to create, organise, store, manipulate and retrieve digital content   Digital literacy:   * recognise common uses of information technology beyond school; use 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.   **TOPIC 3:**  Data and Information-Pictograms  Information technology:   * use technology purposefully to create, organise, store, manipulate and retrieve digital content   Ongoing through PSHE and assembly: To use 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.  As part of the STEM topic:  When writing instructions for a Bee-Bot: create simple programs and understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  Use a QR code to find out information about mammals, insects and the process of metamorphosis. |