

Curriculum Overview 2017-2018



Class 2 Year group Year 2 & 3	Term 1	Term2	Term3	Term 4	Term 5	Term 6
	In a nutshell!		Stone to Iron!		Romans!	
Geography	Fairtrade - Brazil Place knowledge 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 Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		Stone Age Geographical skills and fieldwork 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. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.		Romans Time Traveller- Gloucestershire Locational knowledge Geographical skills and fieldwork 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. use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	

	<p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region in the Brazilian Rainforest</p> <p>Human geography Economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (Europe)</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their human/physical characteristics, key topographical features and land-use patterns; understand how some of these aspects have changed over time</p> <p>Human geography human geography, including: types of settlement and land use</p> <p>Geographical skills/fieldwork use fieldwork to observe, measure, record and present human/physical features in the local area using a range of methods</p>
History	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Link to fairtrade and climate change.</p>	<p>Stone Age to iron Age</p> <p>Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Possible visit to museum.</p>	<p>Romans</p> <p>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</p> <p>The Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Possible visit to Gloucester Roman Site.</p>

<h2>Art & Design</h2>	<p><u>Fairtrade/Brazil</u> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture</p> <p>Great artists, architects and designers in history.</p> <p>Artists - John Dyer (Cornish) and Nixiwaka Yawanawá. (Brazil) linked to Eden project</p> <p>http://www.edenproject.com/spirit-of-the-rainforest</p>	<p><u>Stone Age</u> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Line and form Colour</p> <p>Great artists, architects and designers in history.</p> <p>Artist - TBC</p> <ul style="list-style-type: none"> • 1 Sculpture • 2 Cave paintings and other Rock art • 3 Venus figurines <p>Possible trip to nature in art.</p>	<p><u>Romans</u> To use a range of materials creatively to design and make products</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Use sketch books to record observations/review/revisit Roman architecture and mosaic</p> <p>Great artists, architects and designers in history.</p> <p>Mosaic artist - Emma Biggs http://www.emmabiggsmosaic.net/</p>
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<h2>Design Technology</h2>	<p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Electrical quiz game</p> <p>Design Make Evaluate</p>	<p>Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p> <p>Cooking and Nutrition Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from</p> <p>Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>	<p>Make Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p>Textiles- applique to tell a story</p> <p>Romulus and Remus Design Make Evaluate</p>
<h2>Music</h2>	<p>What's' the score? Exploring instruments and symbols (Yr2)</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Appreciate and understand a wide range of music from different traditions and from great composers and musicians</p> <p>South American music</p>	<p>Rain, rain go away -Exploring timbre, tempo and dynamics (Yr2)</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with attention to detail and recall sounds with increasing aural memory</p> <p>Telling a story with music- reading music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes play and perform in solo and ensemble contexts</p> <p>Improvise and compose music for a range of purposes</p> <p>Recorders</p>

<p>Science</p>	<p>Animals, including humans (yr2)</p> <p>-Notice that animals, including humans, have offspring which grow into adults</p> <p>- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Animals, including humans (yr2)</p> <p>-Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>Animals including humans (yr3)</p> <p>-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</p> <p>-identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>Uses of everyday materials (yr2)</p> <p>-Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>-Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Forces Magnets and Springs Y3</p> <p>-notice that some forces need contact between</p>	<p>Living things and their habitats (yr2)</p> <p>-Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p>-Identify and name a variety of plants and animals in their</p>	<p>Light and Shadow Y3</p> <p>-notice that light is reflected from surfaces</p> <p>-find patterns that determine the size of shadows.</p>	<p>Plants (yr2)</p> <p>-Observe and describe how seeds and bulbs grow into mature plants</p> <p>-Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Plants (Y3)</p> <p>-identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers</p> <p>-explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p>
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			<p>two objects, but magnetic forces can act at a distance</p> <ul style="list-style-type: none"> -observe how magnets attract or repel each other and attract some materials and not others -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. 	habitats, including micro-habitats		<ul style="list-style-type: none"> -investigate the way in which water is transported within plants -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
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Computing	Unit 2.1 We are astronauts	Unit 2.2 We are game testers	Unit 2.3 We are photographers	Unit 2.4 We are researchers	Unit 2.5 We are detectives	Unit 2.6 we are zoologists
	Unit 3.1 We are programmers	Unit 3.2 We are bug fixers	Unit 3.3 We are presenters	Unit 3.4 We are network engineers	Unit 3.5 We are communicators	Unit 3.6 We are opinion pollsters
	Programming	Computational thinking	Creativity	Computer networks	Communication and collaboration	Productivity
	Ongoing: <ul style="list-style-type: none">• use technology purposefully to create, organise, store, manipulate and retrieve digital content.• use technology safely and respectfully, keeping personal information private. (Link to PHSE) identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies (Link to PHSE)		Ongoing: <ul style="list-style-type: none">• use technology purposefully to create, organise, store, manipulate and retrieve digital content.• use technology safely and respectfully, keeping personal information private. (Link to PHSE) identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies (Link to PHSE)		Ongoing: <ul style="list-style-type: none">• use technology purposefully to create, organise, store, manipulate and retrieve digital content.• use technology safely and respectfully, keeping personal information private. (Link to PHSE) identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies (Link to PHSE)	
PE	Ball Skills Gymnastics		Invasion Games- Netball, football Dance		Athletics/Tennis Rounders Outdoor and adventurous activities	
	Ongoing: Y2: Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Y3: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.					

RE	1.2 Creation	What does it mean to belong to a faith community?	1.1 God	Who is Jewish and how do they live? (part 1)	Who is Jewish and how do they live? (part 2)	How should we care for the world and others?
PSHE & Citizenship	Make Me a Superhero New Beginnings (me and my community)	2G Safety Contexts Getting Along/falling out (say no to bullying) (safety)	2B Managing Risk Going For Goals (economic wellbeing)	2H Personal Safety Relationships	2D Drugs and Their Uses Good to be me (healthy lifestyles)	2C Managing Change Changes Resilience/preparing for change
	Digital Literacy	Digital Literacy	Digital Literacy	Digital Literacy	Digital Literacy	Digital Literacy
MFL	Greetings	Christmas	Days of the Week	Easter	Colours	Months of the Year