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| **Squirrel Class  (Yr2/Yr3)**  **2022/2023** | **Autumn Term 1 – 7 weeks**  5th September – 21st October | **Autumn Term 2 – 6 weeks**  31st October – 20th December | | **Spring Term 3 – 5 weeks**  4th January – 10th February | **Spring Term 4 – 6 weeks**  2oth February – 31st March | **Summer Term 5 – 6 weeks**  **SATs term**  17h April – 26th May  **Bank holiday: Monday 1st May** | **Summer Term 6 – 7 weeks**  5th June – 21st July  Inset: 18, 19, 20, 21 July |
| **MoE theme** | The Minpins - Woodlands & Local Wildlife  (may continue into term 2) | Bonfire night/ Guy Fawkes  Remembrance Day | Christmas around the world  Discrete science ‘light’ unit | Rainforests | Florence Nightingale and Mary Seacole | Willy Wonka - Chocolate | Castles and 1066 |
|  | **Team:** Habitat Biologists  **Client:** The Minpins  **Commission:** To assist the Minpins who are under threat from developers; to conduct a habitat survey to redirect the development of infrastructure; to relocate the Minpins to a new suitable habitat. | **Team:** Jury members (local people)  **Client:** The Courthouse  **Commission:** To sit on the jury of the case of Guy Fawkes: to decide his guilt or otherwise and what is to be done. | **Team:** Christmas Experts  **Client:** Visitors from the past or another country that doesn’t celebrate Christmas  **Commission:** Compare how Christmas is celebrated around the world. | **Team:** Explorers  **Client:** Geographers’ Guild  **Commission:** To find a mysterious “once glimpsed” plant or animal in the rainforests of South America | **Team:** Historians  **Client:** MK Hospital?  **Commission:** Researching and celebrating nurses past and present | **Team:** Chocolatiers  **Client:** Co-op / Fairtrade UK  **Commission:** To find out about the chocolate making process, then design, make and package their own brand of chocolate | **Team:** Castle Designers  **Client**: A King  **Commission:** To design and build a new castle/Kingdom because the King’s one has been destroyed |
| **Possible trips/ LOTC** | Walks and surveys around Whaddon  Kirby Woods  Mr and Mrs Gurney farm visit  Harvest Festival | Visiting village church and War Memorial  Christingle?  Pantomime? | | **Chinese New Year storyteller in school?** | Spring term Stowe trip  Easter Service | Cadbury’s World????????? | Warwick Castle  Summer term Stowe trip |
| **English**  Subject to MoE outcomes | Non-fiction writing  Poster making  Blog writing | News reports  Poetry – comparative poetry from around the world linking to fireworks/bonfires | Christmas poetry | Non-chronological reports  Story writing about the rainforest | Chronological report writing  Diary writing and letter writing in role during Crimean War | Chronological report writing on the life of a cocoa bean or a chocolate farmer | Persuasive writing Reports |
| **Maths**  (Y2 and Y3 taught together wherever possible) | **Gap assessment**  Place Value Numbers to 100/1000  Addition and Subtraction Numbers within 100/1000 | Addition and Subtraction Numbers within 100/1000  Multiplication  Division  Christmas maths challenges (1 week) | | Division  Statistics  Length & Height  Temperature | Geometry Y2 – Shape, position & direction, Y3 – Shape & perimeter  Number – Fractions | Time  Problem solving  Revision/preparation for SATs (1 week)  **SATs papers 1 (arithmetic) and 2 (reasoning)** | Evidence gathering for moderation / Measurement – Mass, capacity & Temperature  Consolidation & investigations |
| **Maths MoE Links** | Statistics – surveys and pictograms | Time  Chronology | 2D shape Christmas characters  Symmetry  Position and direction | Measurement – trees, plants and other animals (weight, footprints, length, height) | Time  Chronology | Money  Mass  Temperature  Length (packaging) | 3D shape buildings  Length, height and perimeter |
| **Science**  **(investigation throughout)** | Y2: Habitats – how animals are suited and identifying micro-habitats  Y2: Animal needs for survival  Y2: Food chains  Y2: Animal offspring  Y3: Nutrition  Y3: Skeletons | Y3: Light:   * Recognise that they need light in order to see things and that dark is the absence of light. * Notice that light is reflected from surfaces. * Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. * Recognise that shadows are formed when the light from a light source is blocked by an opaque object. * Find patterns in the way that the size of shadows change. | | Both: plants  Both: materials – waterproof and floating  Y2: Habitats | Y2: humans and importance of keeping healthy  Y3: humans, nutrition and skeletons  Both: planting in Springtime | Both: Materials  Both: cocoa bean plants from seed to fruit  Y3: rocks taught through chocolate | Both: Materials – identifying, describing and comparing  Both: Materials for castle building suitability investigation including testing of materials  Y3: Forces & friction – trebuchets and castle defences |
| **History** | Changes within living memory – habitats changing around Whaddon to become housing | Key figure/significant individuals – Guy Fawkes  Globally significant events – Gunpowder Plot of 1605  Remembering the soldiers of the first and second World Wars | | Early discoveries of species in the rainforest including fossils | The Crimean War  The significance of Florence Nightingale and Mary Seacole  Modern day nursing – comparing and contrasting | The first chocolate bar | Globally significant events – the Medieval times and The Battle of Hastings |
| **Geography** | Local place knowledge including human and physical geography of area  Mapping habitats and food supplies in local area  Identifying suitable habitats for various creatures  Navigating local walks using OS maps  Farm visit – Local place knowledge including human and physical geography of area | Significant geographical places in relation to the World Wars and Christmas celebrations around the world | | World maps and travel between countries (seas/oceans and continents)  Living in the rainforest – comparing with Whaddon including weather patterns  Focussing on indigenous culture and comparisons with our ways of life | Map of the fictional land  Human and physical features  Looking at 4 countries of the UK features as basis to co-create fictional land | Fairtrade journey – following the chocolate from cocoa beans to bars  Understanding where our food comes from – in the UK and imported from other countries | Geographical features – castle locations  Comparing Warwick Castle with other castles and culturally significant structures from around the world |
| **Art** | Tree and leaf rubbings  Oil pastel and sketch photos – woodland animals and habitats  Andy Goldsworthy art  **Weekly art skills and wellbeing sessions with CB and LT** | Firework art  Autumnal leaf artwork  ‘Hot’ colours – fire artwork/ collage – relate to countries of hotter climates  Charcoal | Christmas arts and crafts | Taking photographs through artwork  Landscape artwork using watercolours and wax crayons  Looking at Benji Davies (author) representation of rainforests in ‘Grandad’s Holiday’ | Self-portraits and artwork capturing people  Sepia toned photographs  Black and white sketches  Easter art and crafts | Exploring packaging and artwork techniques  Mixing colours and shading | Block printing  Paul Klee Castle and Sun Tapestry |
| **DT** | Outdoor building – habitats, hedgehog homes, bug hotels, bee hotel  Gathering and making food using locally sourced ingredients (e.g. blackberries)  Making a scarecrow for Harvest Festival |  | Sewing Christmas tree decorations | Decorating classroom to represent the rainforest  Making trees that will stand up  Exploring waterproof materials  Making a boat / raft to cross the river | Food and nutrition – keeping ourselves healthy | Designing and making packaging for chocolate  Making their own chocolate by following recipes | Making and testing out catapults  Designing and making bridges over the moat  Small model castles |
| **Computing** | Blogging wildlife work using Blogspot.com  Using the internet to gain new knowledge  Footage of creatures in the woods | Filming news reports about the Gunpowder Plot on iPads | Coding using Beebots to navigate a map of the world | Using the internet safely to research  Busy Things -range of activities relating to rainforests | Using the internet safely to research | Packaging designing and poster making using Publisher and Busy Things  Coding project | Busy Things -range of activities relating to castles |
| **RE** | Challenging statement: Picture of Moses with statement ‘This man says “Follow Me”.  Creation UC F1 Why is the word ‘God’ so important to Christians?  UC 1:2 Who made the world?  How should people care for the world?  Appreciation of the world around us in our local school geography and around the world | Challenging statement: Light is better than darkness  Remembrance Incarnation (Christmas)  Diwali  UC F2 Why do Christians perform nativity plays at Christmas?  1:3 Why does Christmas matter to Christians? | | Challenging statement: A Hindu child should not be allowed to choose how to live | Challenging statement: Everyone should go to Church on Easter day/ Next year we  should have Easter without chocolate | Challenging statement: We should XXXX because it says so in the Bible | Challenging statement: Jesus has authority over everyone |
| **PE Y2** | Team games & ball skills: Pass a variety of different sized balls to a partner  Pass a football using both feet accurately to another player  Shooting practice and games  Combining passing and attacking skills in game scenarios  Use all skills in a series of games | Badminton: Develop hand eye coordination and hit a shuttle/ ball to a partner  Continue to develop coordination to hit a shuttle  How to hit longer shots to the back of the court, and some backhand shots  Combine all the parts of a serve together accurately  Use all prior learning to play a series of mini-games | | Gymnastics: Using floor mats practice different balances  Using floor mats practice different rolls  Using apparatus and mats practise different jumps  Work with a partner to create a routine that uses Balances, Jumps and Rolls  Work individually to create a routine that uses Balances, Jumps and Rolls | Dance: Improvise movement patterns  Precision and control in routines  Show rhythm in dance in a shorter piece  Show rhythm in a longer dance piece  Compose longer dance pieces | Throw a ball accurately to a partner over a range of distances  Refine throwing and catching skills from previous lesson  Practise striking tennis balls using a range of bats and racquets.  Mini team games where the rules are introduced  Use all the skills learnt in a game situation | How to run short distances effectively  How to throw javelins and balls with accuracy  Triple jump and standing long jump  How to control a tennis ball on both sides  Use the skills from previous lesson in a game |
| **PE Y3** | Pass a football using both feet accurately to another player  Shooting practice and games  How to defend and using these skills in a game  Combining passing and attacking skills in game scenarios  Use all skills in a series of games | Develop hand eye coordination and hit a shuttle to a partner  How to hit longer shots to the back of the court, and some backhand shots  Combine all the parts of a serve together accurately  Learn the rules of Badminton and implement them in a game  Use all prior learning to play a series of mini-games | | Using floor mats practice different balances  Using floor mats practice different rolls  Using apparatus and mats practise different jumps  Work with a partner to create a routine that uses Balances, Jumps and Rolls  Work individually to create a routine that uses Balances, Jumps and Rolls | Improvise movement patterns  Precision and control in routines  Vary the dynamics of a dance  Show rhythm in a longer dance piece  Compose longer dance pieces | Throw a ball accurately to a partner over a range of distances  Refine bowling accuracy using skills and games  Practise striking tennis balls using a range of bats and racquets.  Mini team games where the rules are explained  Use all the skills learnt in a game situation | How to run short and long distances effectively  How to throw javelins and balls with accuracy  Triple jump and standing long jump  How to control a tennis ball on both sides  Use the skills from previous lesson in a game |
| **Music Y2** | Understand how symbols can be used to represent sounds  Understand how symbols can be used to describe changing sounds  Listen carefully and respond to sounds  Compose a class composition  how symbols can be used to describe changing sounds  Compose a class composition and make a score | Sing songs from a Nativity Play  Use movement and actions within the songs  Sing confidently as part of a group  Follow a story in real time and recognise their place within it | | How to control the pitch of the voice  Respond to changes in pitch  Relate sounds to symbols  how simple tunes are made of different pitches  Relate sounds to symbols  Understand that percussion instruments produce different pitches  Work as a group to create an arrangement  Use rhythm notation to notate a known chant | Learn about samba and the percussion instruments used  Learn several samba patterns  Play several samba patterns using percussion  Follow cues and play sequences of samba patterns  Create their own sequences using samba patterns  Sing Easter and Spring Songs | Sing a variety of sea songs from various cultures and contexts  Confidently use rhythm and pulse in a variety of ways  Improvise calls & responses with a partner vocally and with body percussion  Listen carefully and respond to sounds using movement | Learn that tempo and meter can change  Start to sing in two parts with simple drones  Compose a class composition  Contribute to and make a score for the class composition |
| **Music Y3** | Recorders –  Develop skill in playing a pitched Instrument  Maintain a steady beat individually and as a group  Identify and accurately notate 4 beat rhythms  Internalise and identify rising and falling pitch  Understand duration - crotchets, quavers and minims | Recorders –  Notate melody on a skipping rope staff  Improvise a four beat melody  Notate a four bar phrase accurately from memory (internalising)  Be able to perform a range of songs using BAG (mi,ray,doh)  Improve skill in playing a pitched Instrument  Perform as an ensemble for an audience | | Learn simple songs based on the pentatonic scale  Improvise a melody using the pentatonic scale  Learn about dragons at Chinese new year (cultural context)  Accompany a song using the pentatonic scale  Create a Chinese ribbon dance for new year  Understand the meaning of ‘pentatonic’ | Learn some traditional and contemporary poems about dragons  Create text to base a pentatonic tune on  Compose from a brief using a simple structure as an ensemble  Evaluate their own work  Use chime bars to play and perform  Learn an Easter song | Cultural contexts – indigenous music  Create a melodic accompaniment to a folk song  Explore melodic phrase  Work co-operatively as an ensemble  Recognise the importance of myth, song and music  Identify melody and play by ear | Songs from a School Musical  To sing confidently for an audience  To convey character and drama in their singing |

Yellow highlight = multicultural / significantly cultural links.