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| **Squirrel Class  (Yr2/Yr3)**  **2020/2021** | **Autumn Term 1 – 7.5 weeks**  Wednesday 2nd September – Friday 23rd October  **INSET day: Tuesday 1st September** | **Autumn Term 2 – 7 weeks**  Monday 2nd November – Friday 18th December | | **Spring Term 3 – 6 weeks**  Tuesday 5th January – Friday 12th February  **INSET day: Monday 4th January** | **Spring Term 4 – 6 weeks**  Monday 22nd February – Thursday 1st April | **Summer Term 5 – 6 weeks**  **SATs term**  Monday 19h April – Friday 28th May  **Bank holiday: Monday 3rd May** | **Summer Term 6 – 6 weeks**  Monday 7th June – Tuesday 16th July |
| **MoE theme** | 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 | 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 (1.5 weeks)**  Place Value Numbers to 100 (2 weeks)  Addition and Subtraction (4 weeks) | Multiplication of 2, 5 and 10 (3 weeks)  Division of 2, 5 and 10 (3 weeks)  Christmas maths challenges (1 week) | | Money (2.5 weeks)  Length (1.5 weeks)  Temperature (0.5 weeks)  2D shapes (1.5 weeks) | 2D and 3D shapes (2 weeks)  Fractions (4 weeks) | Time (2 weeks)  Volume (1 week)  Revision/preparation for SATs (1 week)  **SATs papers 1 (arithmetic) and 2 (reasoning)**  Y3: Further multiplication and division (chapter 4) (3 weeks) | Evidence gathering for moderation / number facts (1 week)  Bar modelling through money and more word problems (chapter 9) (2 weeks)  Time; duration etc. (1 week)  Statistics (1.5 weeks) |
| **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** | 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 | Remembrance Incarnation (Christmas)  Diwali  UC F2 Why do Christians perform nativity plays at Christmas?  1:3 Why does Christmas matter to Christians? | | UC F3: Why do Christians put a cross in an Easter garden?  UC 1.1: What do Christians believe God is like?  UC 1.5: Why does Easter matter to Christians?  How should the church celebrate Easter?  Salvation (Easter) | | Do we need shared special places?  Focus on different religions and places of worship  UC 1.4 What is the good news that Jesus brings? | |
| **PE** |  |  | |  |  |  |  |
| **Music** |  |  | |  |  |  |  |

Yellow highlight = multicultural / significantly cultural links.