



Year 2/3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic Name</b>	<b>Oh Africa!</b>	<b>Winter Wonderland</b>	<b>Blow Your Top</b>	<b>Alice in Wonderland</b>	<b>Iron Man</b>	<b>Stone age Bone Age</b>
<b>Aim</b>	<p>This rich and vibrant topic will explore the fantastic and varied cultures of Africa, the physical and human geography and compare that to where we live in Steventon. They will learn about African art, music and dancing as well as the different animals that make Africa their home.</p>	<p>In this whole Key Stage topic, the children will compare their own experiences of Christmas with those of others in their class and explore how children through history have celebrated this special time of year. Children will also learn about playscripts and what it takes to put on a performance. They will visit the Theatre to see a production and use this experience to put on their own show.</p>	<p>In this geography based topic will learn about the physical geography of volcanoes and how earthquakes occur. They will learn about the impact this has on the people living there and explore significant volcanic eruptions from history.</p>	<p>Following on from The Wind in The Willows, children will explore the wacky, alternative world of Wonderland. They will use their art techniques to make clay teacups, plan and organise their own Mad Hatter's Tea Party as well as learning how to play croquet!</p>	<p>The Iron Man by Ted Hughes will be used as a stimulus for children to become Planet Protectors by recycling and spreading the green message. Through the three Rs (reduce, reuse, recycle) children will be encouraged to make environmental awareness a way of life for them. Children will learn about design technology skills this term, to research, design and produce their very own iron Man.</p>	<p>Children will learn about the Stone Age to Iron Age timeline, the different sources of evidence used by archaeologists, the vocabulary used by archaeologists and how to carry out a dig. Children go on to learn about Celtic Tribes and how life in Britain changed</p> <p>In art they will travel back in time to become cave dwellers to discover the significance of cave paintings and use natural materials to mix their own paints.</p>

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<b>Curriculum Hook</b>	African Drumming	Reading Museum - Victorian Christmas Workshop		Story Museum	Car on field / destroyed classroom	Wayland Smithy or Wantage Museum
<b>Product</b>	Create African Exhibition Performance of drumming / dance	Christmas Carolling Y2 – Nativity Y3 – Puppet Show	Documentary about a volcanic eruption	Car Racing Mad Hatter's Tea Party	Giant Iron Man Sculpture – Art installation	Museum
<b>Key Texts</b>	Amazing Grace The Akimbo Adventures <b>Lila and the Secret Rain</b>	The Rainbow Bear Snowflakes Christmas in Exeter Street Snowman	Escape from Pompeii Non Fiction Texts	Alice in Wonderland	The Iron Man	Stig of The Dump Wolf Brother UG! Stone Age Boy
<b>Science</b>	<b>Animals incl Humans</b>  - 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,	<b>Living things and their habitats</b>  -explore and compare the differences between things that are living, dead, and things that have never been alive  -identify that most	<b>Living things and their habitats</b>  -explore and compare the differences between things that are living, dead, and things that have never been alive  -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	<b>Everyday materials,</b>  -identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock,	<b>Plants</b>  -I can describe the function of different parts of flowering plants and trees.  -I can explore and describe the needs of different plants for survival.  -I can explore and	

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	<p>food and air)</p>	<p>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>-identify and name a variety of plants and animals in their habitats, including micro- habitats</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><b>Light</b></p> <p>-I can describe what</p>	<p>on each other</p> <p>-identify and name a variety of plants and animals in their habitats, including micro-habitats</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>-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><b>Rocks</b></p> <p>-I can compare and group rocks based on their appearance and physical properties, giving a reason.</p> <p>-I can describe how fossils are formed.</p> <p>-I can describe how soil is made.</p> <p>-I can describe and explain the difference between sedimentary and igneous rock.</p> <p><b>Humans - hygiene</b></p> <p>-describe the importance for humans of</p>	<p>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>describe how water is transported within plants.</p> <p>-I can describe the plant life cycles, especially the importance of flowers.</p>
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		<p>dark is (the absence of light).</p> <p>-I can explain that light is needed in order to see.</p> <p>-I can explain that light is reflected from a surface.</p> <p>-I can explain and demonstrate how a shadow is formed.</p> <p>-I can explore shadow size and explain.</p> <p>-I can explain the danger of direct sunlight and describe how to keep protected.</p>	<p>exercise, eating the right amounts of different types of food, and hygiene.</p>			
<b>History</b>		<p><b>History:</b></p> <p>I can use words and phrases like: before, after, past, present, then and now.</p> <p>I can give examples of things that were different when my</p>	<p><b>History</b></p> <p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific period of history to</p>	<p><b>History:</b> Recount the list of someone famous from Britain –Lewis Carroll</p>	<p><b>History:</b> Recount the list of someone famous from Britain – Samuel Pepys / Christopher Wren</p>	<p><b>History</b></p> <p>I can describe events from the past using dates when things happened.</p> <p>I can use a</p>

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		grandparents were children. I can find out things about the past by talking to an older person.	set out the order that things may have happened.			timeline within a specific period of history to set out the order that things may have happened. I can use my mathematical knowledge to work out how long ago events happened. I can use research skills to find answers to specific historical questions. I can use research in order to find similarities and differences between two or more periods of history.
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<p><b>Geography</b></p>	<p><b>Geography:</b> I can say what I like and do not like about the place I live in. I can say what I like and do not like about a different place. I can describe a place outside Europe using geographical words. I can name the continents of the world and locate them on a map. I can name the world oceans and locate them on a map. I can name the capital cities of England, Wales, Scotland and Ireland. I can find where I live on a map of the United Kingdom. I can describe some</p>		<p><b>Geography</b> I can use an atlas by using the index to find places. I can name a number of countries in the northern hemisphere. I can name and locate the capital cities of neighbouring European countries</p>		<p><b>Geography:</b> I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. I can explain the facilities that a village, town and city may need and give reasons. I can explain how an area has been spoilt or improved and give me reasons.</p>	<p><b>Geography</b> I can use the correct geographical words to describe a place. I can use some basic Ordnance Survey map symbols. I can use grid references on a map. I can use an atlas by using the index to find places.</p>
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	<p>of the features of an island.</p> <p>I can explain how jobs may be different in other locations.</p>					
<p><b>Creative Arts Art/DT/Music</b></p>	<p><b>Music:</b> I can sing and follow a melody. I can perform simple patterns and accompaniments keeping a steady pulse. I can play simple rhythmic patterns on an instrument. I can sing or clap increasing and decreasing tempo. I can order sounds to create a beginning, middle and an end. I can create music in response to different starting points. I can choose sounds</p>	<p><b>Art:</b> I can choose and use three different grades of pencil when drawing. I can use charcoal, pencil and pastel to create art. I can mix paint to create all the secondary colours. I can create brown with paint. I can create tints with paint by adding white. I can create tones with paint by adding black. I can create a printed piece of art</p>	<p><b>Art-Pop Art</b></p> <p>I can identify the techniques used by different artists. I can use digital images and combine with other media in my art. I can use IT to create art which includes my own work and that of others.</p>	<p><b>Art:</b></p> <p>I can make a clay pot. I can join two clay finger pots together. Use influence to make own art I can create a piece of art in response to the work of another artist (Salvador Dali)</p> <p><b>DT: Food (tea party)</b></p> <p>i can describe the ingredients I am usin</p>	<p><b>Music: Sing and follow a Melody</b></p> <p><b>DT- Y2</b></p> <p>I can think of an idea and plan what to do next. I can choose tools and materials and explain why I have chosen them. I can join materials and components in different ways. I can explain why I have chosen specific textiles. I can measure materials to use in a model or structure. I can explain what went well with my work.</p>	<p><b>Art-Cave</b> paintings (revisit statements)</p> <p><b>DT-</b> I can choose a textile for both its suitability and appearance.</p>



	<p>which create an effect.</p> <p><b>Art:</b> Artist comparison to british artist (Jenny Leonard / Abdoulaye Konate) Use influence to make own art I can create a piece of art in response to the work of another artist.</p> <p><b>DT:</b> Textiles – Konate art I can think of an idea and plan what to do next. I can choose tools and materials and explain why I have chosen them. I can join materials and components in different ways. I can explain why I have chosen specific textiles.</p>	<p>by pressing, rolling, rubbing and stamping.</p> <p>Y3 <b>DT-I</b> can prove that my design meets some set criteria. I can follow a step-by-step plan, choosing the right equipment and materials. I can design a product and make sure that it looks attractive. I can select the most appropriate tools and techniques for a given task. I can make a product which uses both electrical and mechanical components.</p>			<p><b>Y3</b> I can prove that my design meets some set criteria. I can follow a step-by-step plan, choosing the right equipment and materials. I can design a product and make sure that it looks attractive.</p> <p>I can select the most appropriate tools and techniques for a given task. I can make a product which uses both electrical and mechanical components. I can work accurately to</p>	
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	<p>I can measure materials to use in a model or structure. I can explain what went well with my work.</p>	<p>I can work accurately to measure, make cuts and make holes.</p> <p><b>Music</b></p> <p>I can sing a tune with expression. I can play clear notes on instruments. I can use different elements in my composition. I can create repeated patterns with different instruments. I can compose melodies and songs. I can create accompaniments for tunes. I can combine different sounds to create a specific</p>			<p>measure, make cuts and make holes.</p>	
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		mood or feeling				
<b>Enterprise</b>		<b>Enterprise:</b> Selling goods at Christmas Fayre		<b>Enterprise:</b> Mad Hatter's Tea Party	<b>Enterprise-Art</b> Installation	<b>Enterprise-</b> create a Museum for parents.
<b>SMSC</b>	<b>SMSC:</b> willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities - African music and art.  Harvest Festival.	<b>SMSC:</b> Look at work of WWF (social/cultural)  <b>SMSC-</b> working cooperatively to create a show. Respecting other people's thoughts and opinions. Christmas-exploring own beliefs (social/spiritual)	<b>SMSC:</b> Exploring Christians beliefs about Easter.		<b>SMSC:</b> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England (Moral/cultural)	<b>SMSC-</b> exploring environmental dilemmas (moral).
<b>British Value</b>	Mutual Respect	Individual Liberty	Mutual Respect		The Rule of Law	

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<b>Links</b>	Tolerance	The Rule of Law	Tolerance Individual Liberty		Individual Liberty Mutual Respect	
<b>RE (Christianity and Judaism)</b>	<b>Belonging</b> How do we show that we belong?	<b>Celebrations</b> How and why are celebrations important in religion?	<b>Stories</b> What makes some stories special?	<b>Leaders and Teachers</b> Should you follow a leader?	<b>Myself</b> What makes me special?	<b>Birth Ceremonies (Rites of passage)</b> How do people celebrate birth?
<b>Computing</b>	<p><b>Information technology</b>  <i>I can organise digital content.</i>  <i>I can retrieve and manipulate digital content.</i>  <i>I can navigate the web to complete simple searches.</i></p> <p><b>Digital literacy (Internet Safety Day Term 3)</b>  <i>I use technology respectfully.</i>  <i>I know where to go for help if I am concerned.</i>  <i>I know how technology is used in school and outside of school.</i></p>				<p><b>Algorithms and Programming (Stand alone)</b>  <i>I can use a range of instructions (e.g direction, angles, turns).</i>  <i>I can test and amend a set of instructions.</i>  <i>I can find errors and amend. (debug)</i>  <i>I can write a simple program and test it.</i>  <i>I can predict what the outcome of a simple program will be (logical reasoning).</i>  <i>I understand that algorithms are used on digital devices.</i>  <i>I understand that programs require precise instructions.</i></p>	