

Keresforth Primary School

Year 2 and 3

2018-2019

	1 EXPELLIARMUS!	2&3 WWII	4 JEUROVISIONJ	5 HISTORICAL BUILDINGS	6 LAND OF HOPE AND GLORY
H I S T O R Y		<ul style="list-style-type: none"> • What were the key dates in the war and to place them in chronological order? • What was the Blitz and how did people in Britain cope with it? • What was it like being a child in the war? • To understand the need for evacuation. • Did any evacuees come to our school? • To understand the effects of the air raids. • How did family life change? • How did people find out what was happening? • To know where World War 2 took place. Use maps, atlases, globes and digital/computer mapping to locate countries. • To appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. • To explain how events from the past have helped shape our lives. • To research two versions of an event and say how they differ. • To research what it was like for children in a given period from the past and use photographs and 		<p>Study changes in buildings throughout British history, looking at</p> <ul style="list-style-type: none"> -The Stone Age -The Bronze Age -The Iron Age -The Roman Invasion of Britain -The Anglo Saxons The Vikings <p>The locality of our School from Viking times to the present day</p> <p>Study the nature of buildings in some ancient civilisations, looking at;</p> <ul style="list-style-type: none"> -The Sumner -The Indus Valley -The Shang Dynasty -Ancient Greece -Early Baghdad. <p>English – poetry – different places/times, recount of an experience, newspaper report on Ancient Greece.</p>	

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		illustrations to present their findings.			
G E O G R A P H Y			Detailed study of Europe -To look at Europe's countries, capital cities, major cities and airports -To look at some of the famous human features within Europe (Shard in London, Eiffel tower in Paris, Sagrada Familia Cathedral in Barcelona, the leaning tower in pisa, St Basil's Cathedral in Moscow, the Colesseum in Rome, Stone Henge in Wiltshire and the Ancient city of Nessebar in Bulagria -To look at some of the famous physical features within Europe (The Matterhorn, The Dune of Pilat, Davolja Varos, The Northern lights.		<ul style="list-style-type: none">• Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, and rivers) and land use patterns; and understand how some of these aspects have changed over time.• Understand geographical similarities and differences through the study of human and physical geography.• Describe and understand key aspects of physical and human geography.• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.• Use the eight points of a compass, four and six-figure grid references, symbols and keys.• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and

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					<p>graphs and digital technologies.</p> <p>Focus on:</p> <p>Human features, including:</p> <p>A reminder of the countries and capitals of the UK.</p> <p>The major transport links between cities and the main ports and airports that link the UK to other countries.</p> <p>Some of the UK's ancient castles and monasteries, exploring the geographical reasons why they were located as they are (ensure Conisborough Castle covered).</p> <p>Some of the most recognisable buildings in the UK.</p> <p>The differences between town and country- urban and rural, including land use and economic activity.</p> <p>The effects of storms and floods in recent years, such as the Atlantic storms in Dawlish, Devon in 2014. The storms washed away the cliff, leaving a railway line dangling. We will investigate how engineers found solutions to the problems in record time. Cover the floods of 2016 etc in York and Tadcaster etc.</p> <p>Physical features, including:</p> <p>The major mountains of Ben Nevis, Scafell Pike and Snowdon.</p>
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					<p>Some amazing places of beauty, such as the Lake District, the Giant's Causeway, the Needles, Portland Bill, the hills and valleys of wales, the limestone caves of the Peak District, the waterfalls of the Yorkshire Dales and Loch Ness in Scotland.</p> <p>Some of the UKs rugged and beautiful coastlines and find out how some of these features are formed.</p> <p>Explore the changes that have taken place in the UK over time such as:</p> <p>The industrial past, such as railways, shipbuilding and the textiles industry.</p> <p>How disused industrial sites, like the Olympic park, have helped regenerate these area.</p> <p>The influence of the UK in the world over time led Edward Elgar to write a song called Land of Hope and Glory.</p> <p>Explore the network of 53 independent countries called the Commonwealth.</p>
S C I E	<p><u>States of matter</u></p> <ul style="list-style-type: none"> To compare and group materials 	<p><u>Sound</u></p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear 	<p><u>Rocks</u></p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 	<p><u>Electricity</u></p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical 	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they

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<p>N C E</p>	<p>together, according to whether they are solids, liquids or gases.</p> <ul style="list-style-type: none">• To observe that some materials change state when they are heated or cooled and measure or research the temperature of which this happens in degrees Celsius.• To identify the part played by evaporation	<ul style="list-style-type: none">• find patterns between the pitch of a sound and features of the object that produced it• find patterns between the volume of a sound and the strength of the vibrations that produced it• recognise that sounds get fainter as the distance from the sound source increases.	<ul style="list-style-type: none">• describe in simple terms how fossils are formed when things that have lived are trapped within rock• recognise that soils are made from rocks and organic matter.	<p>circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <ul style="list-style-type: none">• identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit• recognise some common conductors and insulators, and associate metals with being good conductors.	<p>cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none">• identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>might take part in -</p>
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	<p>and condensation in the water cycle and associate the rate of evaporation with the temperature.</p>				
A R T	<p><u>Printing</u> Y2:</p> <ul style="list-style-type: none"> Print with a growing range of objects Identify the different forms printing takes <p>Year 3:</p>	<p><u>Drawing:</u> Y2:</p> <ul style="list-style-type: none"> Experiment with tools and surfaces. Draw a way of recording experiences and feelings. Discuss use of shadows, use of light and dark. Sketch to make quick records. <p>Y3:</p> <ul style="list-style-type: none"> Experiment with the potential of various pencils close observation Draw both the positive and negative shapes initial sketches as a preparation for painting accurate drawings of people – particularly faces 	<p><u>Form/Sculpture</u> Y2:</p> <ul style="list-style-type: none"> Awareness of natural and man-made forms Expression of personal experiences and ideas to shape and form from direct observation (malleable and rigid materials) decorative techniques 	<p><u>Pattern</u> Y2:</p> <ul style="list-style-type: none"> Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning Natural and manmade patterns Discuss regular and irregular. <p>Y3:</p> <ul style="list-style-type: none"> Explore environmental and manmade patterns 	<p><u>Colour</u> Y2:</p> <ul style="list-style-type: none"> Begin to describe colours by objects Make as many tones of one colour as possible (using white) Darken colours without using black <p>using colour on a large scale. Y3:</p> <ul style="list-style-type: none"> colour mixing Make colour wheels Introduce different types of brushes techniques- apply colour using dotting, scratching, splashing

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	<ul style="list-style-type: none"> ● relief and impressed printing ● recording textures /patterns ● monoprinting ● colour mixing through overlapping colour prints. 	<p><u>Textiles:</u></p> <p>Y2:</p> <ul style="list-style-type: none"> ● Overlapping and overlaying to create effects ● Use large eyed needles – running stitches ● Simple appliqué work ● Start to explore other simple stitches ● Collage <p>Y3:</p> <ul style="list-style-type: none"> ● Use smaller eyed needles and finer threads ● weaving ● Tie dying, batik 	<ul style="list-style-type: none"> ● Replicate patterns and textures in a 3-D form ● work and that of other sculptors <p>Year 3:</p> <ul style="list-style-type: none"> ● Shape, form, model and construct (malleable and rigid materials) ● Plan and develop understanding of different adhesives and methods of construction ● aesthetics <p>Recreate a monument. I.e Eifel Tower.</p>	<ul style="list-style-type: none"> ● tessellation 	
DT	Design and make packaging for a potion bottle.	WW2 cake (Using supplements/rations)	Junk model instruments (Link to sound and vibrations in science and Eurovision for topic)	To create a light – children to create a light/torch using basic circuits.	To design and create a savoury piece of food/meal using vegetables. I.e. Vegetable soup, pizza faces.

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M U S I C	<ul style="list-style-type: none"> To continue to develop listening, rhythmic and concentration skills. To consolidate rhythm building and note values. To learn the new note value – semibreve. To understand the concept of pitch. 		<ul style="list-style-type: none"> To deepen skills of aural discrimination. To focus on sustaining rhythmic patterns and beats against other rhythmic matter. 		<ul style="list-style-type: none"> To work out 4-time rhythms by counting instead of using food words. To consolidate and extend work in all areas of the subject. 	
PE	Fundamental Movement Skills, netball & Football Skills and swimming.	Swimming, fundamental movement skills and gymnastics.	Fundamental movement skills and dance.		OAA and athletics.	Cricket and tennis skills.
RE	<u>Christianity</u> <ol style="list-style-type: none"> Why are these words special? Why are some places special? How can faith contribute to Community Cohesion? Why are sometimes special? What can be learnt from lives of significant people? How do I and others feel about life and the universe? 		<u>Judaism</u> <ol style="list-style-type: none"> Why are these words special? Why are some places special? How can faith contribute to Community Cohesion? Why are sometimes special? What can be learnt from lives of significant people? How do I and others feel about life and the universe? 		<u>Sikhism</u> <ol style="list-style-type: none"> Why are these words special? Why are some places special? How can faith contribute to Community Cohesion? Why are sometimes special? What can be learnt from lives of significant people? How do I and others feel about life and the universe? 	
PSHE	<u>New Beginnings</u> <ol style="list-style-type: none"> Belonging Self-awareness 	<u>Getting on and Falling Out</u> <ol style="list-style-type: none"> Friendship Seeing something from someone else's point of view 	<u>Good to be me</u> <ol style="list-style-type: none"> Knowing myself Understanding my feelings Managing my feelings 	<u>Going for Goals</u> <ol style="list-style-type: none"> Knowing myself Setting a realistic goal Planning to reach a goal Persistence Making choices Evaluation and review 	<u>Relationships</u> <ol style="list-style-type: none"> Knowing myself Understanding my feelings Managing my feelings 	<u>Changes</u> <ol style="list-style-type: none"> Knowing myself Understanding my feelings Understanding the feelings of others Managing my feelings Planning to reach a goal

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	<p>3. Understanding my Feelings</p> <p>4. Understanding the Feelings of Others</p> <p>5. Managing my Feelings</p> <p>6. Social Skills</p> <p>7. Making Choices</p> <p>8. Understanding Rights and Responsibilities</p>	<p>3. Working together</p> <p>4. Managing feelings – anger</p> <p>5. Resolving conflict</p>	<p>4. Standing up for myself</p>		<p>4. Understanding the feelings of others</p> <p>5. Social skills</p> <p>6. Making choices</p>	<p>6. Belonging to a community</p>
Computer Science	Teach 24 Autumn 2 – Chelsey (coding)		Teach 24 Spring 2 – Amy & Emma (coding)		Teach 24 Summer 1- Chelsey (moving image) Summer 2- Amy & Emma (moving image)	
	Using the internet Word processing		Presentation skills Desktop publishing All – e-safety		Programming Internet research	
MFL	<p>-greetings and Spanish Culture</p> <p>-classroom instructions</p> <p>-animals</p> <p>-at the pet shop</p> <p>-numbers and plurals</p>	<p>-gender</p> <p>-memorisation and storytelling</p> <p>-Me llamo</p> <p>-Spanish names</p> <p>-Soy and Mi Mama story</p> <p>-Christmas</p>	<p>-Colours and alien story</p> <p>-Colours and opinions</p> <p>-word order of adjectives</p> <p>-word order and opinions</p> <p>-the enormous turnip</p> <p>-Numbers 1-10</p>	<p>-Numbers and tengo</p> <p>-age</p> <p>-definite and indefinite articles</p> <p>-Easter</p> <p>-Quisiera.</p>	<p>-The connective ‘pero’</p> <p>-Es and the hare and tortoise</p> <p>-Tambien</p> <p>-Numbers 1-15</p> <p>-Days of the week</p> <p>-revision and raps</p> <p>-assessment and rap performance</p> <p>-Barcelona.</p>	

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	-connectives and simple sentences.				
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