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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 FawkesRemembrance 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 WoodsMr and Mrs Gurney farm visit Harvest Festival  | Visiting village church and War Memorial Christingle?Pantomime?  | **Chinese New Year storyteller in school?**  | Spring term Stowe tripEaster Service  | Cadbury’s World????????? | Warwick CastleSummer term Stowe trip |
| **English**Subject to MoE outcomes | Non-fiction writing Poster makingBlog writing  | News reportsPoetry – comparative poetry from around the world linking to fireworks/bonfires  | Christmas poetry | Non-chronological reports Story writing about the rainforest  | Chronological report writingDiary writing and letter writing in role during Crimean War  | Chronological report writing on the life of a cocoa bean or a chocolate farmer  | Persuasive writingReports  |
| **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 100/1000MultiplicationDivisionChristmas maths challenges (1 week)  | DivisionStatisticsLength & HeightTemperature  | Geometry Y2 – Shape, position & direction, Y3 – Shape & perimeterNumber – Fractions  | TimeProblem solvingRevision/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 charactersSymmetry 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 survivalY2: Food chainsY2: 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 comparingBoth: 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 FawkesGlobally 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 WarThe 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 areaIdentifying 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 landHuman and physical featuresLooking 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 locationsComparing Warwick Castle with other castles and culturally significant structures from around the world |
| **Art** | Tree and leaf rubbingsOil pastel and sketch photos – woodland animals and habitats Andy Goldsworthy art **Weekly art skills and wellbeing sessions with CB and LT** | Firework artAutumnal 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 sketchesEaster art and crafts | Exploring packaging and artwork techniques Mixing colours and shading  | Block printingPaul 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 moatSmall 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”.CreationUC 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 darknessRemembranceIncarnation (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 weshould 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 partnerPass a football using both feet accurately to another playerShooting practice and gamesCombining passing and attacking skills in game scenariosUse all skills in a series of games | Badminton: Develop hand eye coordination and hit a shuttle/ ball to a partnerContinue to develop coordination to hit a shuttleHow to hit longer shots to the back of the court, and some backhand shotsCombine 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 balancesUsing floor mats practice different rollsUsing apparatus and mats practise different jumpsWork with a partner to create a routine that uses Balances, Jumps and RollsWork individually to create a routine that uses Balances, Jumps and Rolls | Dance: Improvise movement patternsPrecision and control in routinesShow rhythm in dance in a shorter pieceShow rhythm in a longer dance pieceCompose longer dance pieces | Throw a ball accurately to a partner over a range of distancesRefine throwing and catching skills from previous lessonPractise striking tennis balls using a range of bats and racquets.Mini team games where the rules are introducedUse all the skills learnt in a game situation | How to run short distances effectivelyHow to throw javelins and balls with accuracyTriple jump and standing long jumpHow to control a tennis ball on both sidesUse the skills from previous lesson in a game |
| **PE Y3** | Pass a football using both feet accurately to another playerShooting practice and gamesHow to defend and using these skills in a gameCombining passing and attacking skills in game scenariosUse all skills in a series of games | Develop hand eye coordination and hit a shuttle to a partnerHow to hit longer shots to the back of the court, and some backhand shotsCombine all the parts of a serve together accuratelyLearn the rules of Badminton and implement them in a gameUse all prior learning to play a series of mini-games | Using floor mats practice different balancesUsing floor mats practice different rollsUsing apparatus and mats practise different jumpsWork with a partner to create a routine that uses Balances, Jumps and RollsWork individually to create a routine that uses Balances, Jumps and Rolls | Improvise movement patternsPrecision and control in routinesVary the dynamics of a danceShow rhythm in a longer dance pieceCompose longer dance pieces | Throw a ball accurately to a partner over a range of distancesRefine bowling accuracy using skills and gamesPractise striking tennis balls using a range of bats and racquets.Mini team games where the rules are explainedUse all the skills learnt in a game situation | How to run short and long distances effectivelyHow to throw javelins and balls with accuracyTriple jump and standing long jumpHow to control a tennis ball on both sidesUse the skills from previous lesson in a game |
| **Music Y2** | Understand how symbols can be used to represent soundsUnderstand how symbols can be used to describe changing soundsListen carefully and respond to soundsCompose a class compositionhow symbols can be used to describe changing soundsCompose a class composition and make a score | Sing songs from a Nativity PlayUse movement and actions within the songsSing confidently as part of a groupFollow a story in real time and recognise their place within it | How to control the pitch of the voiceRespond to changes in pitchRelate sounds to symbolshow simple tunes are made of different pitchesRelate sounds to symbolsUnderstand that percussion instruments produce different pitchesWork as a group to create an arrangementUse rhythm notation to notate a known chant | Learn about samba and the percussion instruments usedLearn several samba patternsPlay several samba patterns using percussionFollow cues and play sequences of samba patternsCreate their own sequences using samba patternsSing Easter and Spring Songs | Sing a variety of sea songs from various cultures and contextsConfidently use rhythm and pulse in a variety of waysImprovise calls & responses with a partner vocally and with body percussionListen carefully and respond to sounds using movement | Learn that tempo and meter can changeStart to sing in two parts with simple dronesCompose a class compositionContribute to and make a score for the class composition |
| **Music Y3** | Recorders – Develop skill in playing a pitched InstrumentMaintain a steady beat individually and as a groupIdentify and accurately notate 4 beat rhythmsInternalise and identify rising and falling pitchUnderstand duration - crotchets, quavers and minims | Recorders – Notate melody on a skipping rope staffImprovise a four beat melodyNotate 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 InstrumentPerform as an ensemble for an audience | Learn simple songs based on the pentatonic scaleImprovise a melody using the pentatonic scaleLearn about dragons at Chinese new year (cultural context)Accompany a song using the pentatonic scaleCreate a Chinese ribbon dance for new yearUnderstand the meaning of ‘pentatonic’ | Learn some traditional and contemporary poems about dragonsCreate text to base a pentatonic tune onCompose from a brief using a simple structure as an ensembleEvaluate their own workUse chime bars to play and performLearn an Easter song | Cultural contexts – indigenous musicCreate a melodic accompaniment to a folk songExplore melodic phraseWork co-operatively as an ensembleRecognise the importance of myth, song and musicIdentify melody and play by ear | Songs from a School MusicalTo sing confidently for an audienceTo convey character and drama in their singing |

Yellow highlight = multicultural / significantly cultural links.