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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** |
| **Art** | **Topic:** Drawing- Portraits  **Knowledge:** Know about some great artists  Understand basic facial proportions  Art vocabulary  **Skills:** Explore mark making using a range of medium (pencil, charcoal, pen)  Explain what he/she likes and dislikes about their work. | **Topic:** Sculpture- Egyptian artefacts  **Knowledge:** Egyptian culture  Technical terms  **Skills:** Collect ideas and develop a plan (3D work)  Roll and shape clay to recreate simple form | **Topic:** Collage-Symbolism Trees  **Knowledge:**  Warm and cold colours  How colours affect mood and atmosphere  Art vocabulary  **Skills:** Tear, cut and apply paper  Overlap and layer | **Topic:** Painting-Stone Age cave painting  **Knowledge:**  know about cave art (techniques, style and materials used)  Apply knowledge of warm/cool colours  **Skills:** Experiment with different materials to create a range of effects.  Use watercolour paint  Apply a colour wash | | **Topic:** Mixed media - Kandinsky link  **Knowledge:** Know about key artists and their work.  Understand that some colours are contrasting and effect  Understand how to simplify drawings and create abstract images.  **Skills:** Apply colour blocks/lines using ready mix paint  Select colours for effect  Create a simple composition | |
| **Computing** | [Connecting Computers](https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers) | [Desktop Publishing](https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing) | [Branching Databases](https://teachcomputing.org/curriculum/key-stage-2/data-and-information-branching-databases) | [Sequencing Sounds](https://teachcomputing.org/curriculum/key-stage-2/programming-a-sequence-in-music) | | [Stop Frame Animation](https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation) | [Events and Actions in Programming](https://teachcomputing.org/curriculum/key-stage-2/programming-b-events-and-actions) |
| **DT** | **Topic:** Packaging  **Knowledge:** Making packaging for Egyptian artefacts.  **Skills:** planning for a purpose, designing, measuring, cutting and joining. | | **Topic:** Healthy eating  **Knowledge**: Designing and making sandwiches  **Skills**: Planning a healthy lunch, spreading, cutting, slicing, and grating. | | | **Topic:** Photo Frames  **Knowledge:** Designing and making a product for a chosen user  **Skills:** measuring, sawing, sanding and joining, problem solving, evaluating. | |
| **English** | **Topic:** Place value of Grammar  **Class Reader:** The Hodgehog | **Topic:** Instructions- How to look after a animals  **Purpose:** To explain (instruct)  **Audience:** Year 2  **Register:** expert voice (formal)  **Topic:** Supertato (Picture book)  **Purpose:** To entertain (Understanding story plot)  **Audience:** Year 3 children (our class)  **Register:** Authorial style copying style of Sue Hendra  **Class Reader:** Flat Stanley by Jeff Brown | **Topic:** The Pencil (Picture book)  **Purpose:** to entertain (Characterisation- good pencil vs bad rubber)  **Audience:** Year 3 (another class)  **Register:** Authorial styles  **Topic:** Recount: Stone Age Trip or workshop  **Purpose:** To recount  **Audience:** Yourself  **Register:** Informal  **Class Reader:** Wolves by Emily Gravett | **Topic:** Brochure: Persuade you to come to Craneswater  **Purpose:** To persuade  **Audience:** Year 2  **Register:** Informal chatty  **Topic:** Journey  Purpose to entertain (settings)  **Audience:** Year 2 (old school)  **Register:** Authorial styles  **Class Reader:** Twelfth Night by William Shakespeare | | **Topic:** Dragons Non-Chron Report  **Purpose:** to inform  **Audience:** Year 3  **Register:** Formal, scientific  **Topic:** Dragon / Egyptians Story  **Purpose:** To entertain (Speech + Settings and plot)  **Audience:** Year 3  **Register:** Authorial style  **Class Reader:** Cool by Michael Morpurgo | **Topic:** How it works Explanation  **Purpose:** To explain  **Audience:** Year 3 Pupils  **Register:** Informal  **Topic:** Pirate Story  **Purpose:** To entertain (Speech + Characterisation and plot)  **Audience:** Year 3  **Register:** Authorial Style (Pirate voices)  **Class Reader:** Anna Hibiscus by Atinuke |
| **French** | Phonics 1  **Knowledge:**  Learn key French sounds | **Topic:**  I’m Learning French  **Knowledge:**  Learn key French sounds  Learn key information about France  Learn basic greetings  Ist person verb (to be called)  Numbers 1-10  Learn some colours  **Skills:**  Ask and answer simple questions  Read short phrases | **Topic:**  Animals  **Knowledge:**  Names of animals  Gender & articles  1st person (to be)  **Skills:**  Ask and answer simple questions  Read short phrases | **Topic:**  Musical Instruments  **Knowledge:**  Names of instruments  Gender & articles  1st person (to play)  **Skills:**  Ask and answer simple questions  Read short phrases  Write short phrases | | **Topic:**  I am able to  **Knowledge:**  Common activities  1st person (to be able)  **Skills:**  Ask and answer simple questions  Create a short spoken passage  Read short phrases  Write short phrases | **Topic**:  Ice Cream  **Knowledge:**  Negative  Gender & articles  1st person (to like)  **Skills:**  Ask and answer simple questions  Giving opinions  Read short phrases  Write short phrases |
| **Geography** | **Topic:** - Getting to know our school  **Knowledge**: The local area - around school  The layout of the school  Introduction to how maps are used  **Skills:** Using the points of a compass  Creating a map  Sketching and adding symbols | |  | | | **Topic:** Location study of Southsea/Gunwharf/Countryside  **Knowledge:** Comparing city life to countryside (a region in the UK - Southsea- local area)  Learn about where we are in Portsmouth  Other areas of our city  Local beach & urban areas  Understand how physical features are impacted by the weather and other processes  Looking at erosion and then linking to land use in Southsea (human geography)  **Skills:** Use 4-figure grid references for OS map (Portsmouth)  Sketching maps and using their own symbols  Fieldwork to make observations - Southsea walk and Gunwharf trip for aerial view of the city | |
| **History** | **Topic:** Egyptians  **Knowledge:** An understanding of where and when Ancient Egypt was  When the civilisation and events took place  Daily life, mummification and the afterlife  **Skills:** Chronology  Historical enquiry  **Trips/enrichment opportunities:** Egyptian museum | | **Topic:** Stone Age to Iron Age  **Knowledge:** An understanding of when this period of history happened  What life was like  Hunter gathering and the change to farming  Stone Age communities  Stonehenge & Maiden Castle  **Skills:** Chronology  Continuity and change  Historical enquiry  Interpretations of the past  **Trips/enrichment opportunities:** Stone Age day, Hooke Court | | |  | |
| **Maths**  (Fluency, problem solving and reasoning included in all topics) | **Topic:** Number  Place Value to 1000  Compare numbers to 1000  Read and write numbers in words  Add and subtract formally with 3 digits including exchange  Estimation of calculations  Use of inverse to check answers  Mental arithmetic within add/ subtract  Solve problems including missing number problems  Mixed number problems involving 4 operations | **Topic:** Number  Add and subtract formally with 3 digits including exchange  Estimation of calculations  Use of inverse to check answers  Mental arithmetic within add/ subtract  Solve problems including missing number problems  Multiplication facts within 3,4,8 times tables  Multiply and divide to TU by U with mental and written methods  Count from 0 in 4, 8, 50, 100 | **Topic:** Number  Multiplication facts within 3,4,8 times tables  Multiply and divide to TU by U with mental and written methods  Solve mixed number problems involving 4 operations and missing number/ digit problems  **Topic:** Money  Add and subtract  money amounts in context  Solve problems within money | **Topic:** Measure  Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)  Measure the perimeter of simple 2D shapes  Solve simple problems involving the above  **Topic:** Number  Fractions into tenths  Understand unit fractions with denominators  Find simple fractions of amounts | | **Topic:** Number  Use diagrams for recognising equivalent fractions  Compare and order unit fractions  Add and subtract fractions with the same denominator  Solve mixed number problems involving the above  **Topic:** Geometry  Recognise and use term angle  Identify right angles within a full turn  Identify horizontal, vertical, perpendicular, parallel  Draw 2D shapes and make 3D shapes using modelling materials  Recognise 3D shapes in different orientations | **Topic:** Statistics  Bar charts, pictograms and tables- solve problems within this context  **Topic:** Measure  Understand, use and compare measure within mass and capacity  Problem solving including the above and within 4 operations  Tell and write the time using 12 and 24-hour clock and Roman numerals  Estimate and read the time to one minute  Seconds in a minute, days in a month including a leap year  Compare and record durations of time |
| **Music** | **Topic**: Ballads  **Knowledge and skills:** understand features and traditions of different genres, use musical vocabulary to discuss timbre and dynamics, compose a piece of music in a given style.  **Cross curricular link:** English (story structures) | **Topic:** Developing singing technique  **Knowledge and skills:** ensemble singing, recognise simple notation, perform rhythms accurately and make suggestions for improving performances.  **Theme:** The Vikings (History) | **Topic:** Easter production (performance)  **Knowledge and skills:** ensemble singing with increasing confidence, understand the religious meanings behind the songs  **Cross curricular link:** RE | | | **Topic:** Pentatonic melodies (composition)  **Knowledge and skills:** learn about the music used to celebrate the Chinese New Year, play a pentatonic melody, write and perform a group composition  **Theme:** Chinese New Year | **Topic:** Traditional instruments and improvisation  **Knowledge and skills:** explore music from different genres, play the correct notes of the rag, improvise along to a drone, read from musical notation.  **Theme:** India |
| **RE** | **Concept:** Belonging  **Knowledge:** Buddhism  Sangha Day  Beliefs, religious figures, festivals  **Big picture:**  Different religions  Learn Buddhism beliefs | **Concept:** Special  **Knowledge:**  Christianity/ Buddhism places of worship  Religious practices, beliefs  **Big picture:** Different religionsLearn Christian beliefs and compare with Buddhism | **Concept:** Love  **Knowledge:** Christianity- crucifixion  Religious figures, practices  **Big picture:**  Different religions  Quiz about Christianity to discuss what the children remember about the religion | | | **Concept:** Festivals  **Knowledge:**  Buddhism  Wesak (Buddha Day)  Religious practices, beliefs  **Big picture:** Different religions Quiz about Buddhism to discuss what the children remember about the religion | **Concept:**  Beliefs  **Knowledge:**  Humanism  Beliefs  **Big picture:** Different religions Compare differences between Buddhist, Christian and Humanist beliefs |
| **PE** | Seated volleyball, bean bag curling and fitness circuits | Dance- Egyptians | Gymnastics- balance | Dodgeball/spikeball/  PE shed games | | Tag rugby | Rounders |
| Playground games, Daily Mile intro and throwing and catching skills | Endball | handball | cricket | | Sports Day/Athletics | Tennis |
| **PSHE** | **Topic:**  Vision and values  **Knowledge:**  Rules and Routines  Health and safety  Mental Health and wellbeing  Growth Mindset  **Skills:**  Active listening  Setting goals  Learning from experience  Resilience  **Topic:**  Being a good friend  **Knowledge:**  Understanding what makes a good friend  Understanding how to work co-operatively  **Skills:**  Communication  Empathy  Team work | **Topic:**  Anti-Bullying  **Knowledge:**  Link to anti-bullying week  Understanding what bullying is  Developing strategies for dealing with bullying  **Skills:**  Empathy  Active listening  Making decisions | **Topic:**  Building Relationships  **Knowledge:**  Investigating our feelings  Understanding the consequences of our  actions  Taking responsibility for our choices  Understanding how to make other people feel positive and happy  **Skills:**  Self-regulation  Communication  Empathy | | | **Topic:**  Different People in the UK  **Knowledge:**  Understanding similarities and differences between groups of people  Disability  Race and ethnicity  Different families  Celebrating our differences  Gender identity  Visit from Able Ability  **Skills:**  Empathy  Recognise and learn from others’ experiences  Evaluating social norms | |
| **Science** | **Topic:** Animals including humans  **Knowledge:**  • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  • identify that humans and some other animals have skeletons and muscles for support, protection and movement  **Skills:** All working scientifically skills with a focus on **asking questions and making predictions** | **Topic:** Rocks  **Knowledge:**  • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  • 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  **Skills:** All working scientifically skills with a focus on **asking questions and recording data** | **Topic:** Plants  **Knowledge:**  • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant  • investigate the way in which water is transported within plants  • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal  **Skills:** All working scientifically skills with a focus on **setting up tests, interpreting and communicating results, and evaluating** | | **Topic:** Forces and Magnets  **Knowledge:**  • compare how things move on different surfaces  • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance  • observe how magnets attract or repel each other and attract some materials and not others  • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials  • describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other  **Skills:** All working scientifically skills with a focus on **making predictions and observing and measuring** | | **Topic:** Light  **Knowledge:**  • 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  **Skills:** All working scientifically skills with a focus on **making predictions and observing and measuring** |