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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 artistsUnderstand 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 cultureTechnical 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 atmosphereArt vocabulary**Skills:** Tear, cut and apply paperOverlap 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 paintApply a colour wash | **Topic:** Mixed media - Kandinsky link**Knowledge:** Know about key artists and their work.Understand that some colours are contrasting and effectUnderstand how to simplify drawings and create abstract images. **Skills:** Apply colour blocks/lines using ready mix paint Select colours for effectCreate 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 FranceLearn basic greetingsIst person verb (to be called)Numbers 1-10Learn some colours**Skills:** Ask and answer simple questionsRead short phrases | **Topic:** Animals**Knowledge:**Names of animalsGender & articles1st person (to be)**Skills:**Ask and answer simple questionsRead short phrases | **Topic:** Musical Instruments**Knowledge:** Names of instrumentsGender & articles1st person (to play)**Skills:** Ask and answer simple questionsRead short phrasesWrite short phrases | **Topic:** I am able to **Knowledge:** Common activities1st person (to be able)**Skills:** Ask and answer simple questionsCreate a short spoken passageRead short phrasesWrite short phrases | **Topic**: Ice Cream **Knowledge:**NegativeGender & articles1st person (to like)**Skills:**Ask and answer simple questionsGiving opinionsRead short phrasesWrite short phrases |
| **Geography** | **Topic:** - Getting to know our school**Knowledge**: The local area - around schoolThe layout of the school Introduction to how maps are used**Skills:** Using the points of a compassCreating 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 PortsmouthOther areas of our city Local beach & urban areasUnderstand how physical features are impacted by the weather and other processesLooking 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 symbolsFieldwork 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 wasWhen the civilisation and events took placeDaily life, mummification and the afterlife **Skills:** ChronologyHistorical enquiry**Trips/enrichment opportunities:** Egyptian museum | **Topic:** Stone Age to Iron Age**Knowledge:** An understanding of when this period of history happenedWhat life was likeHunter gathering and the change to farmingStone Age communitiesStonehenge & Maiden Castle**Skills:** ChronologyContinuity and changeHistorical enquiryInterpretations of the past**Trips/enrichment opportunities:** Stone Age day, Hooke Court |  |
| **Maths**(Fluency, problem solving and reasoning included in all topics) | **Topic:** NumberPlace Value to 1000Compare numbers to 1000 Read and write numbers in words Add and subtract formally with 3 digits including exchangeEstimation of calculationsUse of inverse to check answers Mental arithmetic within add/ subtractSolve problems including missing number problemsMixed number problems involving 4 operations | **Topic:** NumberAdd and subtract formally with 3 digits including exchange Estimation of calculationsUse of inverse to check answers Mental arithmetic within add/ subtractSolve problems including missing number problemsMultiplication facts within 3,4,8 times tables Multiply and divide to TU by U with mental and written methodsCount from 0 in 4, 8, 50, 100 | **Topic:** NumberMultiplication facts within 3,4,8 times tablesMultiply and divide to TU by U with mental and written methodsSolve mixed number problems involving 4 operations and missing number/ digit problems**Topic:** Money Add and subtractmoney amounts in contextSolve problems within money | **Topic:** MeasureMeasure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2D shapesSolve simple problems involving the above**Topic:** NumberFractions into tenthsUnderstand unit fractions with denominatorsFind simple fractions of amounts  | **Topic:** NumberUse diagrams for recognising equivalent fractions Compare and order unit fractionsAdd and subtract fractions with the same denominator Solve mixed number problems involving the above **Topic:** GeometryRecognise and use term angle Identify right angles within a full turnIdentify horizontal, vertical, perpendicular, parallelDraw 2D shapes and make 3D shapes using modelling materialsRecognise 3D shapes in different orientations | **Topic:** StatisticsBar charts, pictograms and tables- solve problems within this context**Topic:** MeasureUnderstand, use and compare measure within mass and capacityProblem solving including the above and within 4 operationsTell and write the time using 12 and 24-hour clock and Roman numeralsEstimate and read the time to one minuteSeconds in a minute, days in a month including a leap yearCompare 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 religionsLearn Buddhism beliefs | **Concept:** Special**Knowledge:**Christianity/ Buddhism places of worshipReligious practices, beliefs**Big picture:** Different religionsLearn Christian beliefs and compare with Buddhism | **Concept:** Love **Knowledge:** Christianity- crucifixion Religious figures, practices**Big picture:**Different religionsQuiz 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:**HumanismBeliefs**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 safetyMental Health and wellbeingGrowth Mindset **Skills:**Active listeningSetting goalsLearning from experienceResilience**Topic:** Being a good friend**Knowledge:** Understanding what makes a good friendUnderstanding how to work co-operatively**Skills:**CommunicationEmpathyTeam work | **Topic:** Anti-Bullying**Knowledge:** Link to anti-bullying weekUnderstanding what bullying isDeveloping strategies for dealing with bullying**Skills:**EmpathyActive listeningMaking decisions  | **Topic:** Building Relationships**Knowledge:** Investigating our feelingsUnderstanding the consequences of ouractionsTaking responsibility for our choicesUnderstanding how to make other people feel positive and happy**Skills:**Self-regulationCommunicationEmpathy  | **Topic:** Different People in the UK**Knowledge:** Understanding similarities and differences between groups of peopleDisabilityRace and ethnicityDifferent familiesCelebrating our differencesGender identityVisit from Able Ability**Skills:**EmpathyRecognise and learn from others’ experiencesEvaluating 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** |