



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic theme</b>	Our locality (Geography)	British Values (PSHE)	Europe (Geography)	Animal life cycles (Science)	2024 Olympics (PE)	Anglo-Saxon invasions (History)
<b>Enquiry question</b>	What is the Tamar River used for?	Have our values changed since The Stone Age?	Where in the world is Europe?	What's growing out in the fields?	How can we make Team GB proud?	How much of UK life today has been influenced by the Anglo Saxons?
<b>Writing</b>	Narrative – The Legend of Tamara Non fiction – Information text – The River Tamar	Narrative – Stone Age Boy by Satoshi Kitamura Poetry – The Quarry (anon), I was born in the Stone Age (Michael Rosen), Life in the Stone Age (anon)	Narrative – Goldilocks (A Hashtag Cautionary Tale) by Jeanne Willis Twist on a traditional tale Non fiction – Persuasive writing – staying safe online	Narrative – The Last Bear by Hannah Gold Poetry – Recipe to Make a Wolf by Pie Corbett	Narrative – The Boy who Biked the World by Alastair Humphreys Non fiction – Explanation text about an Olympic sport	Poetry – Limericks and Haikus Narrative – Winter of the Wolves by Tony Bradman
<b>Reading</b>	Wind in the Willows by Kenneth Grahame	The Boy with the Bronze Axe by Kathleen Fidler	Fearless Fairy Tales by Konnie Huq and James Kay	The Sheep Pig by Dick King Smith	The Proudest Blue by Ibtihaj Muhammad	Sona Sharma – Very Big Sister by Chitra Soundar
<b>Maths</b>	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length, height and perimeter	Fractions Mass, capacity and temperature	Shape Time	Statistics Position and direction (Yr2) Fractions (Yr 3) Money
<b>Geography/ History</b>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features of their school, its grounds and the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Use single compass directions (North, South, East and West) progressing to the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to the national and international achievements</li> <li>Cycle 1 - Changes in Britain from the Stone Age to the Iron Age</li> <li>Cycle 2 - the Roman Empire and its impact on Britain</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>Describe and understand key aspects of the physical geography within Europe, including: <ul style="list-style-type: none"> <li>Climate zones and biomes (tundra, subarctic, marine, and Mediterranean)</li> <li>Vegetation belts (forest, grassland, tundra)</li> <li>Rivers</li> <li>Mountains</li> <li>The water cycle</li> </ul> </li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements</li> <li>Cycle 1 - Britain's settlement by Anglo-Saxons and Scots</li> <li>Cycle 2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>a significant turning point in British history - World War 1</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of the human geography within Europe, including: <ul style="list-style-type: none"> <li>Land use (agriculture, forests, urban areas)</li> <li>Economic activity including trade links,</li> <li>The distribution of natural resources (mining, oil, natural gas, fish)</li> </ul> </li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements</li> <li>Cycle 1 - the achievements of the earliest civilizations - Ancient Egypt</li> <li>Cycle 2 - the achievements of the earliest civilizations – The Shang Dynasty of Ancient China</li> </ul>
	Human Geography	Continuity and change	Physical Geography	Cause and effect	Human Geography	Perspectives

Science	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul> <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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 on each other</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things that that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>investigate the way in which water is transported within plants <ul style="list-style-type: none"> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> </li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> <li>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</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>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</li> </ul> <p><b>Forces and magnets</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>describe magnets as having 2 poles</li> <li>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>
	Chemistry	Yr 2 – Chemistry Yr 3 – Energy travelling from one place to another	Living things	Evolution	Ecosystems	Yr 2 – Ecosystems Yr 3 – Forces
PSHE Year 2 (KS1)	<p><b>TEAM/VIPs</b> Together Everyone Achieves More/ Who are your VIPs? Listening Being Kind/ Working Together Bullying and Teasing/ Falling out Making Good Choices Families/Friends Showing you Care</p>	<p><b>Diverse Britain</b> My School My Community My Neighbourhood My Country British People What Makes me Proud of Britain?</p>	<p><b>Digital Wellbeing</b> The Internet and Me Online and Offline Staying Safe Online Personal Information Communicating Online True or False?</p>	<p><b>Think Positive</b> Think Happy, Feel Happy It's your choice Go Getters Let it out Be Thankful Be Mindful</p>	<p><b>Aiming High</b> Star Qualities Positive Learners Bright Futures Jobs for All Going for Goals Looking Forward</p>	<p><b>Growing up</b> Our bodies Is it OK? Pink and blue Your family, my family Getting older Changes</p>
PSHE Year 3 (LKS2)	<p><b>TEAM/VIPs</b> A New Start Together, Everyone achieves more/Working Together When Things Go Wrong/Falling out Responsibilities Family and Friends/Fabulous Friends Is this a good relationship? What is Bullying?/Stand up to Bullying</p>	<p><b>Diverse Britain</b> Living in the British Isles Democracy Rules, Laws and Responsibilities Liberty Tolerance and Respect What does it mean to be British?</p>	<p><b>Digital Wellbeing</b> The Digital World Digital Kindness Do I know you? Online Information Keep it Private My Digital Wellness</p>	<p><b>Think Positive</b> Happy Minds, Happy People Thoughts and Feelings Changes Keep Calm and Relax You're the Boss Always Learning</p>	<p><b>Aiming High</b> Achievements Goals Always Learning Jobs and Skills No Limit! When I Grow Up</p>	<p><b>Growing Up</b> Human reproduction Changes in boys Changes in girls Changing emotions Relationships and families Where do I come from?</p>
Art/DT	DT – Structures exploring how they can be made stronger, stiffer and more stable	Art - Draw	DT – Mechanical Systems for example, levers, sliders, wheels and axles	Art - Colour	DT - Nutrition	Art - 3D Form and perspective
RE Year 2	Kernewek Agreed Syllabus					
	Who do Christians say made the world?	Why does Christmas matter to Christians?	What is the 'good news' Christians believe Jesus brings?	Why does Easter matter to Christians?	Who is a Muslim and how do they live? (Double Unit)	
	Ultimate questions	Identity and Community	Living a good life	Identity and Community	Identity and Community	



## Class 2 (Y2 & Y3) – Year A

RE Year 3 (LKS2)	What do Christians learn from the Creation story?	What is it like for someone to follow God?	How do festivals and worship show what matters to Muslims?	Why do Christians call the day that Jesus died, Good Friday?	How do festivals and family life show what matters to Jewish people	How and why do people mark the significant events of life? (Christians, Hindus, Muslims, non-religious)
	Living a good life	Identity and Community	Identity and Community	Living a good life	Identity and Community	Ultimate questions
Computing	Switched On Computing					
	2.1 We are astronauts (Computer Science: Coding)	2.3 We are photographers (Information Technology: Media)	2.5 We are animators (Information Technology: Media)	3.2 We are bug fixers (Computer Science: Computational thinking)	3.4 We are who we are (Digital Literacy: Online Safety)	3.6 We are opinion pollsters (Information Technology: Data)
Music	Charanga - Listen & appraise, musical activities, perform & share					
	2.1 Hands, Feet, Heart	2.2 Ho, Ho, Ho	2.3 Wanna play in a band	2.4 Zootime	2.5 Friendship Song	2.6 Reflect, Rewind, Replay
PE	OAA – Problem solving Tag rugby	Wild Tribe Handball	HRE Gymnastics	Boccia / Dance Wild Tribe	Tennis Athletics	Dodgeball Athletics