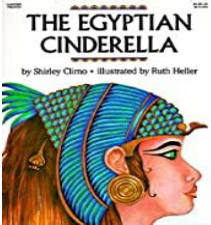
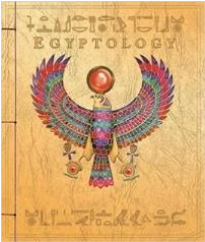
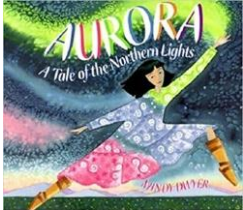
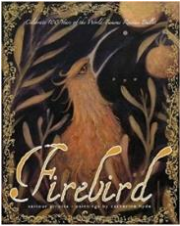
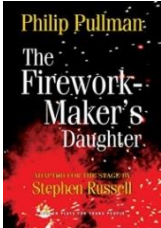
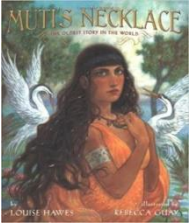
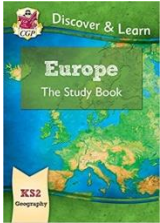
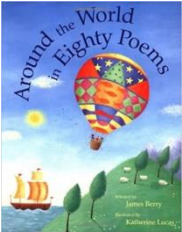
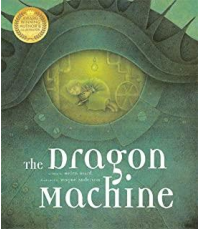
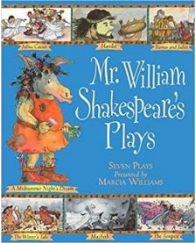
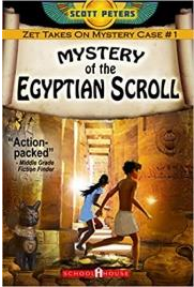
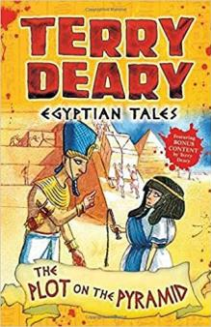
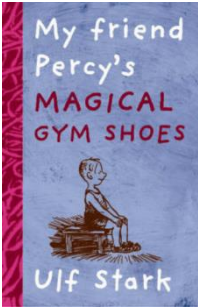
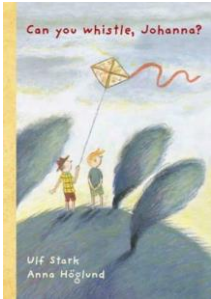
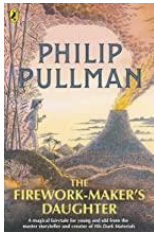


	Cycle A (2020/21)					
	Autumn		Spring		Summer	
	Mummy Madness		Marvellously Modern Europe		Lights, Camera, Action!	
Question	Why do we need to take responsibility for our actions?		What does it mean to be European?		Who or what is the light of the world?	
Concepts	Power Tradition Responsibility Equality		Freedom Democracy Identity Integration		Happiness Belonging Spirituality Transformation	
Inspiration/ Purpose of learning	Exhibition for parents and locals of Egyptian Art/DT work at school .		Writing to penpals in another school / country		Arrange an initial visit to a Derby theatre Perform with puppet theatres to local playgroup / church group /assembly /community. Critique from Derby theatre KS2 performance	
Potential trips School visitors	Derby museum visit or outreach: https://www.derbymuseums.org/learning/outreach Virtual video Tutankhamun, London https://tutankhamun-london.com/see-do/		Visits from pupil parent/grandparent who has moved from/lived in/originate from Europe Food tasting : Skärtorsdagen the week before Easter; Ikea food hall		Arrange a visit to a Derby theatre. Look at set and costume design.	
Key Text/s						
	Traditional Tale	Diary	Stories from the recent past	Legends	Fantasy/magical	Adventure/playscript
						
	Adventure	Instructions	Information texts	Poetry	Fantasy/ adventure	Playscripts

Class Reads						
	Autumn		Spring		Summer	
	Mummy Madness		Marvellously Modern Europe		Lights, Camera, Action!	
	Fiction Pharaoh's Fate: Solve the ancient Egyptian mystery, Camille Gautier Pepi and the Secret Names: Help Pepi Crack the Hieroglyphic Code Jill Paton Miu and the Pharaoh, Sally Wallace-Jones Tutankhamun's Tomb (I Was There) , Sue Reid The Plot on the Pyramid (Egyptian Tales), Terry Deary Flat Stanley: The Great Egyptian Grave, <u>Sara Pennypacker</u> Ancient Egypt: Tales of Gods and Pharaohs – Myths and tales, Marcia William An Egyptian Adventure (The Histronauts) Cinderella of the Nile, Beverley Naidoo The Scarab's Secret, Nick Would Miu and the Pharaoh , Sally Wallace Jones Non fiction Usborne: You Wouldn't Want to Be a Pyramid Builder! Jacqueline Morley If I Were a Kid in Ancient Egypt: Children of the Ancient World Everything: Ancient Egypt, National Geographic Kids The Story of Tutankhamun by Patricia Cleveland-Peck Usborne: Egypt , Rob Lloyd Jones Ancient Egypt (Eyewitness) by DK If I was there Tutankhamun's Tomb , Sue Reid Pharaoh's Egypt ,Mick Manning See Inside Ancient Egypt, Rob Lloyd Jones Websites/videos Virtual video Tutankahmun, London https://tutankhamun-london.com/see-do/ Bookshark Egyptian videos https://www.bookshark.com/blog/movies-egypt Horrible Histories - Awful Egyptians Compilation https://youtu.be/T7Whlybg_Qo BBC bitesize https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z6x2382 10 learner guides plus 12 clipshttps://www.bbc.co.uk/bitesize/topics/zg87xnb https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-ancient-egypt/z6jrkmn		Fiction The Storm Leopards: 3 (Winter Animal Stories), Holly Webb The Winter Wolf, Holly Webb East of the Sun and West of the Moon - Old Tales from the North The Reindeer girl, Holly Webb Dear Dragon: A Pen Pal Tale, Josh Funk Non-fiction New KS2 Discover & Learn: Geography - Europe Study Book Websites/Videos Barnaby bear goes to Norway https://www.youtube.com/watch?v=_eC51TBoQwo https://wiki.kidzsearch.com/wiki/Scandinavia https://www.scienceforkidsclub.com/finland-and-scandinavia.html https://www.lifeinnorway.net/scandinavia-facts/ https://kids.britannica.com/students/article/Scandinavia/276925 https://www.nordicvisitor.com/ https://easyscienceforkids.com/all-about-finland-and-scandinavia/ https://www.lifeinnorway.net/scandinavia-facts/ https://kids.britannica.com/students/article/Scandinavia/276925		Fiction The Dark, Dark Night, Christina Butler Owl Babies, Martin Waddell) Can't you sleep, Little Bear? Oscar and the Moth: A book about Light and Dark, Geoff Waring The Bunny's Night-Light: A Glow in the Dark Search, Geoffrey Hayes Amy's Light, Robert Nutt Night Light: A story for children afraid of the dark Firefly Hollow Alison McGhee of the Dark, Jack Dutro The boy who grew dragons, Andy Shepherd Keesha's idea, Eleanor May Non fiction: First News (children's newspaper) Sun up, Sundown A Cat's Guide to the Night Sky, Stuart Atkinson Sun Up, Sun Down: The Story of Day and Night (Science Works), Jaqui Bailey Websites/videos Links to Firebird: https://www.youtube.com/watch?v=QR18UC04oxE (Firebird performance) https://www.spirotta.com/firebird/ Links to the Firework Maker's Daughter: https://www.bbc.co.uk/teach/class-clips-video/english-ks1--ks2-the-firework-makers-daughter-by-philip-pullman/zhxhy9g https://www.youtube.com/watch?v=B1n6HVTv4GQ https://www.youtube.com/watch?v=Ggp518Mu0jA https://www.youtube.com/watch?v=mO3O2fdBxyw	

Writing genres	Fiction: Traditional Tale The Egyptian Cinderella / Cinderella of the Nile Fiction: Adventure Muti’s Necklace Non fiction: Recount (Diary Writing) Egyptology – search for the tomb of Osiris Non Fiction: Instructions Egyptian things to make and do History links: How to mummify /making a shatuf Poetry: Kennings Ancient Egyptian Kenning	Fiction: Legends Aurora Fiction: stories from the recent past Children of the North Lights Non-fiction: non-chronological reports Discover & Learn: Geography - Europe Study Book Non-fiction: letters: Pen-pal letter Dear Dragon: A Pen Pal Tale, Josh Funk Poetry: Poems From Around the World Around the world in 80 poems	Fiction: Fantasy Story The Firebird Fiction: Playsript Mr Williams Shakespeare’s plays Non fiction: Newspaper Report First News/The Firework Maker’s Daughter Non-fiction: Persuasive writing The Dragon Machine Poetry: Poems on a theme: Light - Cinquains The owl who was afraid of the dark (abridged version)
	Autumn	Spring	Summer
	Mummy Madness	Marvellously Modern Europe	Lights, Camera, Action!
	Use of everyday materials (Year 2) identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Non-statutory unit – introduction to forces	Forces and Magnets (Year 3) compare how things move on different surfaces notice that some forces need contact between two 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 two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. Plants (Year 3) 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.	Light (Year 3) 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. English link: Shadow puppets
History/Geography	Main study area: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt Use maps to locate the world’s countries Describe and understand key elements of : • physical geography, including climate zones, biomes and vegetation belts. • human features including types of settlement and land use including natural resources (eg food, water)	Main study area: Name and locate the world’s seven continents and five oceans. Undertake a detailed study of the location, climate, physical features and human features of Scandinavia. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers and mountains. Compare Scandinavian life to our own in the UK.	Enhancement Science link Inventors linked to light • Thomas Edison – inventor of the lightbulb (science link) • Isaac Newton – inventor of reflecting Telescope where he used mirrors to reflect light • Auguste and Louis Lumière - inventors of a camera that could record, develop, and project film. • Henry Fox Talbot – inventor of cameras

Art & Design	Focus: Develop art and design techniques including painting, sculpture and drawing to design and make products Artist: Man Ray (photographer) Egyptian style art as a basis for developing painting techniques: Sketch self portraits Model an Egyptian mask using clay and then make with papier mache. Use paints to create authentic mask  		Enhancement Develop art and design techniques including painting, sculpture and drawing to design and make products Artist: Edvard Munch (Norwegian) – landscapes Use printing to create a painting in a similar style  Develop art and design techniques including, sculpture and drawing to design and make products (Art) Cut, shape and join fabric to make a simple item. Use basic sewing techniques to make a product (DT)  Binka Sami style designs and patterns. Explore Sami design (repeating geometric patterns) and design own on squared paper. Transfer to binka fabric to make a coaster		Focus Taught about great artists, architects and designers in history Artist comparison Contrast Hockney and Monet both in terms of their styles and use of light and colour.  Photography at Shining Cliff/Woods to inspire own Monet style pictures Use collage to create Hockney style paintings Use paint techniques for Monet	
Design & Technology	Enhancement Develop art and design techniques including painting, sculpture and drawing to design and make products Make papyrus, add hieroglyphics (history link) <u>Food and Nutrition</u> Choose from: Egyptian bread, Egyptian Koshari (Spiced rice dish) Egyptian Umm Ali (sweet pastry dessert)		Focus: Design, make and evaluate a functional product fit for purpose Assemble, join and combine materials in order to make a product  Research, design and build a Sami house. Recognise successful inventors, designers, chefs and engineers, who have been influential in the design and technology industries Ingvar Kamprad – founder of Ikea <u>Food and nutrition</u> Choose from: Traditional European dishes – one savoury, one sweet (Scandinavian links) Food tasting – Ikea food hall, Crayfish party		Enhancement (science links) Design, make and evaluate a functional product fit for purpose Apply knowledge to strengthen and stiffen structures Use simple mechanical systems in products (eg levers, pneumatic) Understand and use electrical systems in their products (bulbs and switches) - Moving scenery, light box - Light boxes for theatre/show name/ - Moving scenery and parts. <u>Food and Nutrition</u> Choose from: Chinese food (Firework Maker's daughter) Russian Food (The Fire Bird) Medieval Pottage Stew (Shakespeare)	
ICT	<u>Mythical Creatures – animation (adapted for Egyptian Gods)</u> IT1 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content <u>Super Sci-fi (adapted for a pharaoh)</u> DL2 - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies IT1 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content		<u>Class Democracy</u> IT2 - Use search technologies effectively IT3 - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information DL5 - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <u>Whatever the Weather</u> IT1 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content		<u>Vehicles – Making, Designing and Building</u> IT1 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content DL1 - Recognise common uses of information technology beyond school DL2 - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <u>Big Robots</u> CS4 - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts CS5 - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output CS6 - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs DL5 - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	
PSHE	Drug Education KS1	Bullying Matters LKS2	Changes KS1	Relationships LKS2	Money matters KS1	Difference and Diversity LKS2

PSHE Notes	- The scheme is based on PSHE Matters. A PSHE Curriculum for Primary Schools in Derbyshire. Further differentiation guidance will be available for September 2020 from Derbyshire County Council - There is a hard copy of the scheme available and it is also available on the server - Please see links to books for scheme on server. Most can be found online as videos. Others will be purchased as required. Please look ahead and let PSHE coordinator what books you require (we have funding for this at present (2019/20) - PSHE must be scheduled each week. Links can be made to concepts - Units can be moved around in the particular year's curriculum plans but all must be covered within the year - To ensure full coverage, please do not move units between cycles.					
RE	L2.7 (Part 1) What does it mean to be a Christian in Britain today? Christians	1.3 Who is Jewish and what do they believe? Jewish People	1.4 How can we learn from sacred books? Christians, Muslims and Jewish people	L2.5 Why are festivals important to religious communities? <i>Possibly: Easter focus? RE Week?</i> Christians and Hindus/Jewish people/Muslims	1.8 How should we car for others and the world, and why does it matter? Christians and Jewish people	L2.8 (Part 1) What does it mean to be a Hindu in Britain today Hindus
RE NOTES	- Units have not been matched to two year curriculum map. All units stand alone. - Units could be moved within a cycle but not into a different year due to the Part 1 and 2 elements of many of the units. In these cases, careful consideration must be given as to how this would affect learning about different religions. 1.1 onwards are KS1. L2.1 onwards are lower KS2 - All RE units have emerging, expected and exceeding learning outcomes which will help with differentiation based on year groups and/or ability as required. Units have been mapped to allow progression - RE SOW hard copy available from RE resources . Electronic SOW and medium term plans available on server. Also medium term available from RE today. To access your units, please go to http://retoday.org.uk/coursedownload Use the following codes: Foundation: as2016foundation; Key Stage 1: as2016ks1; Lower Key Stage 2: As2016lks2; upper Key Stage 2: as2016uks2					
Music	Hands, Feet, Heart (Y2)	Ho Ho Ho (Yr 2)	I Wanna Play in a Band (Y2)	Let Your Spirit Fly (Y3)	Glockenspiel 1 (Y3)	School Production
	Autumn		Spring		Summer	

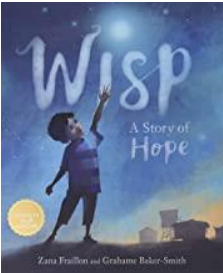
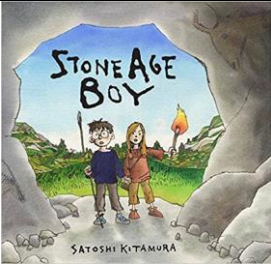
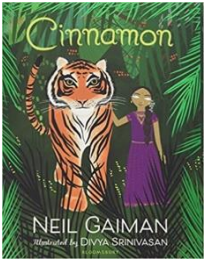
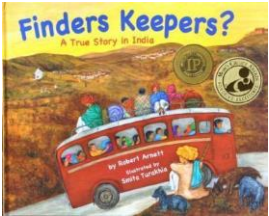
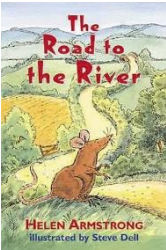
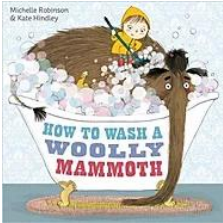
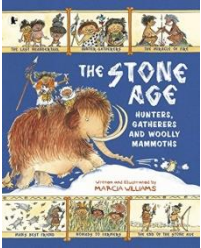
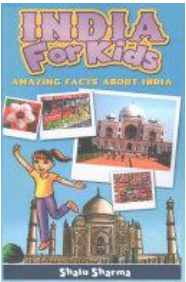
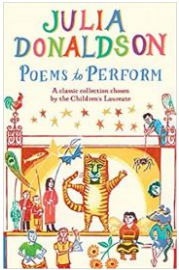
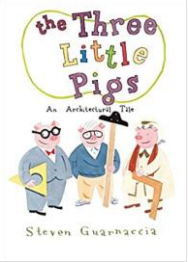
Spelling Year 2: Monster Phonics

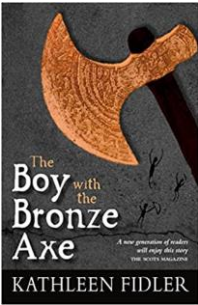
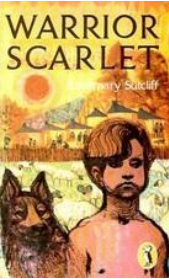
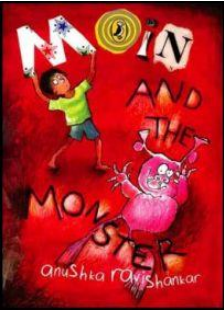
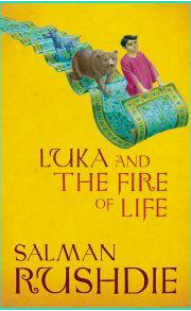
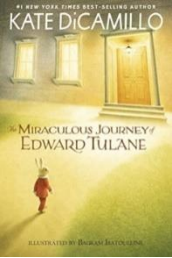
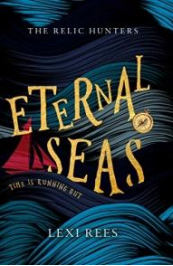
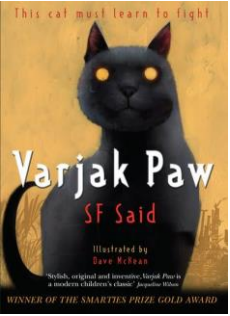
dge	g	
c	kn	
gn	wr	
le	el	il
al	Homophones	
Vowel suffix drop e	Vowel suffix double letter	
Vowel suffix y to an i	Assess	
y	al (or)	
o (u)	ey	
After w – a(o)		After w – or (er)
After w – ar (or)		s (zsh)
ti	i	

Consonant suffixes	Contractions
Possessive apostrophe	Assess
Review dge adding suffix	
Review g adding suffix	
Review c adding suffix	
Review kn adding suffix	
Review gn adding suffix	
Review wr adding suffix	
Review le adding suffix	
Review el il al adding suffix	
Review y adding suffix	
Review al (or) adding suffix	

Review o (u) adding suffix	
Review ey adding suffix	
Review w – a (o) adding suffix	
Review w -or (er) adding suffix	
Review w -ar (or) adding suffix	
Review z (zsh) adding suffix	
Review ti adding suffix	
Review i adding suffix	
Homophones	Vowel Suffix drop e
Vowel Suffix double letter	Vowel suffix y to an i
Consonant Suffix	Contractions
Possessive Apostrophe	CEWs

	Autumn	Spring	Summer
Year 3: No Nonsense spelling	Revisit Common exception words from Year 2 Prefixes and suffixes Revise prefix ‘un’. New prefixes: ‘pre-’, ‘dis-’, ‘mis-’, ‘re-’. Revise suffixes from Year 2: ‘-s’, ‘-es’, ‘-ed’, ‘-ing’, ‘-er’ Rare GPCs The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ The /ɪ/ sound spelt ‘y’ Words ending with the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘-que’ (French in origin) Homophones <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i> Apostrophe Revise contractions from Year 2 Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words. Strategies at the point of writing Reintroduce Have a go sheets and strategies from Year 2. Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.	Revisit Strategies at the point of writing. Suffixes from Year 2 (‘-ness’ and ‘-ful’, with a consonant before) Prefixes and suffixes Prefixes: ‘sub-’, ‘tele-’, ‘super-’, ‘auto-’ Suffixes ‘less’ and ‘ly’ Rare GPCs The /ʃ/ sound spelt ‘ch’ (mostly French in origin) The /k/ sound spelt ‘ch’ (Greek in origin) Homophones <i>here/hear, knot/not, meat/meet</i> Apostrophe Revise contractions from Year 2 Proofreading Revise proofreading routines Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.	Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2 Prefixes and suffixes Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ Previously taught suffixes Rare GPCs The /ɪ/ sound spelt ‘y’ other than at the end of words (<i>gym, myth</i>) The /ʌ/ sound spelt ‘ou’ (<i>young, touch</i>) Homophones <i>heel/heal/he’ll, plain/plane, groan/grown, rain/ rein/reign</i> Apostrophe Revise contractions from Year 2 Proofreading Proofread own writing for misspellings of per- sonal spelling list words. Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

	Cycle B (2021/22)				
	Autumn		Spring		Summer
	Who lives in a house like this?		India		Journeys
Question	Can buildings speak?		Does the past matter in a modern country?		If life's a journey should we just enjoy the ride?
Concepts	Belonging Individuality Poverty Well-being		Creativity Reform Strength Class and Equality		Mindfulness Well-being Personal goals Life satisfaction
Inspiration Purpose of Learning	Build the perfect settlement based on what we learn from history and modern times		Form a think tank to solve 'problems' around the school – use opportunities to network with other schools to see how they have worked to find solutions eg recycling, sustainable/renewable energy.		https://wellbeingforkidsuk.com/ - based in Basford. Run mindfulness courses for children. Could be a good parallel thread to run through the term.
Potential trips School visitors	Visit from Shelter Creswell Crags visit Visit a round house settlement Meet with local town planners and find out what their job entails and what they have to consider. Plan the perfect settlement – consider the social and economic needs of all the inhabitants as well as thinking about sustainability and the environment. Build the settlement and invite local town planners to visit and appraise the children's work.				Journey around the world of food tasting – for parents and children
Key Text/s	 Stories from the recent past	 Stories from long ago	 India	 Journeys	 Journeys
	 Instructions	 Explanations	 India	 Journeys	 Journeys

Class Reads							
Supporting books/films/websites	Fiction The First Drawing by Mordicai Gerstein The Boy With The Bronze Axe by Kathleen Fidler Stig Of The Dump by Clive King Ug by Raymond Briggs. Stone Age Boy by Satoshi Kitamura Chronicles of Ancient Darkness by Michelle Paver The first drawing by Mordicai Gerstein Non fiction How To Wash A Woolly Mammoth by Michelle Robinson and Kate Hindley The History Detective Investigates: Stone Age to Iron Age By: Clare Hibbert Stone age Bone age By: Mick Manning The stone age: hunters, Gatherers and Woolly Mammoths By: Marcia Williams KS2 Discover & Learn: History - Stone Age to Celts Study Book, Year 3 & 4 by CGP The Secrets of Stonehenge By: Mick Manning Look inside the stone age By: Abigail Wheatley Stone Age Sentinel by Paul Dowsell Film BBC version of Stig The Croods Websites/videos https://www.bbc.co.uk/bitesize/topics/z82hsbk		Fiction Indian Tales by Shenaaz Nanji Ganesha's Sweet Tooth Paperback by Sanjay Patel The Jungle Book by Rudyard Kipling Illustrated Stories from India by Indra finds Happiness Trouble with Magic Grandma’s Bag of Stories Maljudi Schooldays Non fiction A Children's History of India by Subhadra Sen Gupta, Manisha Sethi Modern India The Lucky Escape: An Imaginative Journey Through the Digestive System: Volume 1 by Dr. Heather Manley Films The Jungle Book Websites/Videos https://www.bbc.co.uk/bitesize/clips/z4fr87h India – a land of contrast https://www.bbc.co.uk/programmes/b0078vnh			Fiction Anno's Journey by Mitsumasa Anno Journey to the Centre of the Earth by <u>Sarah Courtauld</u> Varjak Paw by S. F Said The Jumblies by Edward Lear Naughty Bus by Jan Oke Cycle City by Alison Farrell <i>The Hundred Decker Bus by Mike Smith</i> Non fiction Bear Grylls Adventure Collection	
Writing genres	Fiction: Stories from the recent past Wisp: A story of Hope Fiction: Stories from long ago Stone Age Boy by Satoshi Kitamura Fiction Non Fiction: Instructions How to Wash a Woolly Mammoth Non Fiction: Explanation Text: How to survive the Stone Age (Stone Age Boy) The stone age: hunters, Gatherers and Woolly Mammoths Poetry: Narrative poetry (Stone Age theme) Journey through the Stone Age I was born in the Stone Age- Rosen		Fiction: Stories from different cultures Cinnamon Fiction: Stories with a dilemma Finders, Keepers Non Fiction: Information texts Modern India The Lucky Escape: An Imaginative Journey Through the Digestive System Non Fiction: Biography of an author Neil Gaiman Poetry: Performance poetry Julia Donaldson: Poems to perform			Fiction: Alternative traditional tale The three little pigs – an architectural tale Fiction: Magical/adventure Journey Trilogy/ The Journey Non Fiction: Newspaper Report The Three Little pigs – an architectural tale Non Fiction: Persuasive Text: Estate agent leaflet for house from 3 little pigs or Persuasive text persuading to join the Jumblies on a journey Poetry: Nonsense Poetry The Jumblies – Edward Lear	

Science	<u>Rocks (Year 3)</u> 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.	<u>Animals, including humans (Year 2)</u> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <u>Animals, including humans (Year 3)</u> 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. Book:	<u>Living things and their habitats (Year 2)</u> explore and compare the differences between things that are living, dead, and things that have never been alive 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 identify and name a variety of plants and animals in their habitats, including microhabitats 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. <u>Plants (Year 2)</u> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
History/ Geography	British History: changes in Britain from the Stone Age to the Iron Age (in-depth study)	<u>Place Knowledge</u> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Key Stage 1) India <u>Location Knowledge</u> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (Key Stage 2)	History https://www.planbee.com/british-history-heroes looks at journeys of their life choices and what they achieved https://www.planbee.com/the-railway-revolution definitely about journeys!
Art & Design	Focus Experiment with basic tools on rigid materials (cave painting) Artist: James Morrison  Papier mache or mod roc and chicken wire to create pre-historic creatures Research the Lascaux caves (virtual tour: https://vimeo.com/40849516) and look at the techniques used to make the paintings. Compare and contrast the animals painted to those that we are familiar with today. Explore a range of techniques for mark making on different surfaces (including concrete) and refine an animal picture that has particular emotional significance to the individual. Experiment with making our own pigments from locally sourced materials eg different types of soil, plant extracts/dyes, crushed pigments. Use chicken wire and papier mache/mod roc to create large cave wall on which to paint our designs	Enhancement to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Artist: Bichitr  Create pictures using sketching and different media to create colourful Indian elephants Batik Create own Indian inspired design. Use Batik techniques to produce finished piece. Clay Sculpt own clay elephants – use batik for ‘saddle’ for elephants	Artist: Escher- Drawing/ sculpture- use of tessellations Choose the one that best fits with topic Use recycled items to make plant containers or ‘plant’ decorations for around school. Consider the journey of objects recycled for a ‘new life’. Use Klee or Escher to inspire designs

Design & Technology	Enhancement Complete designing, making, evaluating process: e.g. Stone Age tools/weapons/houses/rug/blanket Evaluate ideas and products Textiles- weaving. Create a rug/blanket, tapestry suitable for ‘The Croods’ or a stone age family Demonstration of flint knapping and shelter building https://www.primitive-technology.co.uk/ https://www.ancientcraft.co.uk/services/knapping_demo.html Shelter building in the woods. <u>Food and Nutrition</u> Living off the land – ‘hunting’ and gathering in the woods. Tracking skills – being one with your environment. Consider seasonal foods and the advantages Recognise successful inventors, designers, chefs and engineers, who have been influential in the design and technology industries Learn about expert forager and Michelin-starred chef Simon Rogan who has made his name using foraged and locally sourced produce		Focus select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Make Indian tuk tuks using axels. Challenge, add a motor <u>Food and Nutrition</u> Indian food – savoury and sweet		Select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities. Use understanding of habitats to construct a diorama model Recognise successful inventors, designers, chefs and engineers, who have been influential in the design and technology industries Linked to Three Little Pigs (Journeys) Sheffield Brutalist Architecture : Persistence Works Construction: 1998-2001 Architect: Feilden Clegg Bradley Compare to other buildings https://brutalistconstructions.com/category/uk/sheffield/ Note how some now designed by architectural companies rather than individuals Ole Kirk Christiansen invented lego. Use lego and other construction kits to design Brutalist buildings <u>Food and Nutrition</u> Foods you might eat on a trip. Design and make a buffet/picnic – link to science?	
	ICT <u>We Love Games!</u> - CS4 - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - CS5 - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - IT3 - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <u>Young Authors</u> - IT1 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - DL2 - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies		<u>Going for Gold – My Body, My Fitness</u> IT3 - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information DL5 - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <u>My First Program</u> - CS4 - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - CS5 - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - IT 3 – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.		<u>You’ve Got Mail</u> - DL1 - Recognise common uses of information technology beyond the school - IT 1 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content <u>Code-tastic</u> CS1 - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions CS2 - Create and debug simple programs CS3 - Use logical reasoning to predict the behaviour of simple programs	
PSHE	Being Healthy LKS2	Being Me KS1	Exploring Emotion LKS2	Growing up KS1	Being Responsible LKS2	Being Safe KS1
PSHE notes	- The scheme is based on PSHE Matters. A PSHE Curriculum for Primary Schools in Derbyshire. Further differentiation guidance will be available for September 2020 from Derbyshire County Council - There is a hard copy of the scheme available and it is also available on the server - Please see links to books for scheme on server. Most can be found online as videos. Others will be purchased as required. Please look ahead and let PSHE coordinator what books you require (we have funding for this at present (2019/20)) - PSHE must be scheduled each week. Links should be made to concepts - Units can be moved around in the particular year’s curriculum plans but all must be covered within the year - To ensure full coverage, please do not move units between cycles.					
RE	1.1 (Part 2) Who is a Christian and what do they believe?	L2.2 Why is the Bible so important to for Christians today?	1.2 (Part 2) Who is a Muslim and what do they believe?	1.6 (Part 2) How and why do we celebrate special and sacred times	L2.1 What do different people believe about God? <i>Christian focus and either or both Hindus and Muslims</i>	L2.4 Why do people pray?
	Christians	Christians	Muslims	Christians, Muslims and Jewish people	Hindus, Christians, Muslims	Christians, Hindus or Muslims

RE notes	- Units have not been matched to two year curriculum map. All units stand alone. - Units could be moved within a cycle but not into a different year due to the Part 1 and 2 elements of many of the units. In these cases, careful consideration must be given as to how this would affect learning about different religions. 1.1 onwards are KS1. L2.1 onwards are lower KS2 - All RE units have emerging, expected and exceeding learning outcomes which will help with differentiation based on year groups and/or ability as required. Units have been mapped to allow progression - Please take note of when the Part 1 elements of these units took place in Class 1. Pupils should have received the Part 1 before joining Class 2. If not, it will be necessary to look at both Parts 1 and 2 alongside progression statements. - RE SOW hard copy available from RE resources . Electronic SOW and medium term plans available on server. Also medium term available from RE today. To access your units, please go to http://retoday.org.uk/coursedownload Use the following codes: Foundation: as2016foundation; Key Stage 1: as2016ks1; Lower Key Stage 2: As2016lks2; upper Key Stage 2: as2016uks2																							
Music	Zoo Time (Y2)				Friendship Song (Y2)				Three Little Birds (Y3)				The Dragon Song (Y3)				Bringing Us Together (Y3)				School Production			
Spelling Year 2		Dge		g			Consonant suffixes		Contractions			Review o (u) adding suffix												
		C		kn			Possessive apostrophe		Assess			Review ey adding suffix												
		gn		wr			Review dge adding suffix																	
		le	el		il		Review g adding suffix																	
		al		Homophones			Review c adding suffix																	
		Vowel suffix drop e		Vowel suffix double letter			Review kn adding suffix																	
		Vowel suffix y to an i		Assess			Review gn adding suffix																	
		y		al (or)			Review wr adding suffix																	
		o (u)		ey			Review le adding suffix																	
		After w – a(o)		After w – or (er)			Review el il al adding suffix																	
		After w – ar (or)		s (zsh)			Review y adding suffix																	
		ti		i			Review al (or) adding suffix																	

Spelling Year 3	Revisit Common exception words from Year 2 Prefixes and suffixes Revise prefix ‘un’. New prefixes: ‘pre-’, ‘dis-’, ‘mis-’, ‘re-’. Revise suffixes from Year 2: ‘-s’, ‘-es’, ‘-ed’, ‘-ing’, ‘-er’ Rare GPCs The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ The /ɪ/ sound spelt ‘y’ Words ending with the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘-que’ (French in origin) Homophones <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i> Apostrophe Revise contractions from Year 2 Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words. Strategies at the point of writing Reintroduce Have a go sheets and strategies from Year 2. Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.	Revisit Strategies at the point of writing. Suffixes from Year 2 (‘-ness’ and ‘-ful’, with a consonant before) Prefixes and suffixes Prefixes: ‘sub-’, ‘tele-’, ‘super-’, ‘auto-’ Suffixes ‘less’ and ‘ly’ Rare GPCs The /ʃ/ sound spelt ‘ch’ (mostly French in origin) The /k/ sound spelt ‘ch’ (Greek in origin) Homophones <i>here/hear, knot/not, meat/meet</i> Apostrophe Revise contractions from Year 2 Proofreading Revise proofreading routines Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.	Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2 Prefixes and suffixes Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ Previously taught suffixes Rare GPCs The /ɪ/ sound spelt ‘y’ other than at the end of words (<i>gym, myth</i>) The /ʌ/ sound spelt ‘ou’ (<i>young, touch</i>) Homophones <i>heel/heal/he’ll, plain/plane, groan/grown, rain/ rein/reign</i> Apostrophe Revise contractions from Year 2 Proofreading Proofread own writing for misspellings of per- sonal spelling list words. Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.
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