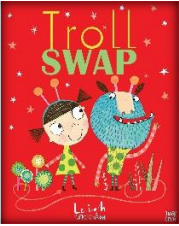
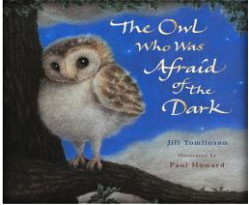
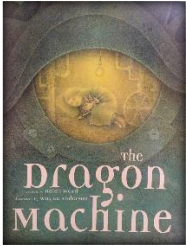
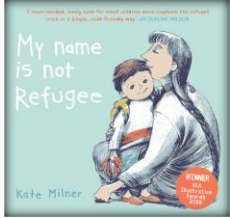
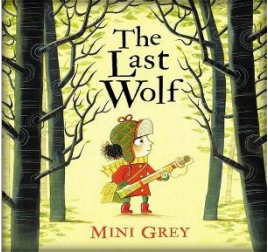
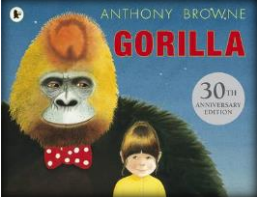
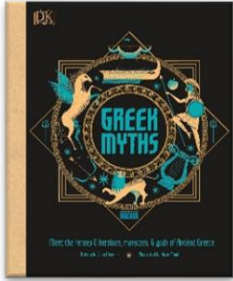
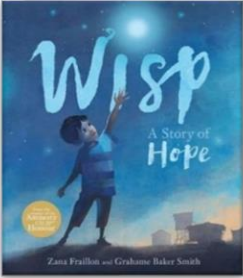
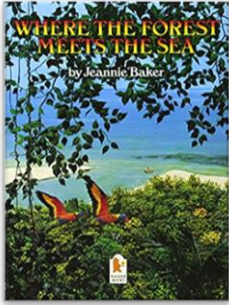
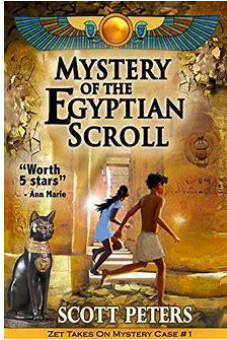
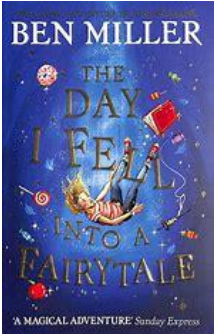
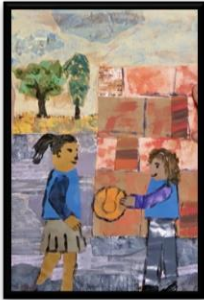
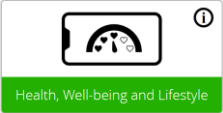
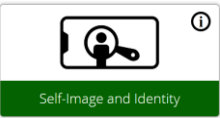
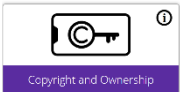


	Cycle A (2020/21) 2024/25					
	Autumn		Spring		Summer	
	Mummy Madness		Marvellously Modern Europe		Lights, Camera, Action!	
Question	Should power be shared out equally?		What does it mean to be European?		Who or what is the light of the world?	
Concepts	Power Tradition Responsibility Equality		Freedom 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 pen pals 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/		Geography day – local field work skills		Y2 – Lea Green Y3 – Class 3 residential	
Y2 Key Text/s						
Y3 Key Text/s						

Class Reads			
	Autumn	Spring	Summer
	Mummy Madness	Marvellously Modern Europe	Lights, Camera, Action!
Supporting books/films/websites	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	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

Y2 Writing genres	Troll Swap Outcome: Fiction – Story with character focus Poetry Outcome: Poetry – Riddles and List Poem The Owl who was afraid of the dak Outcome: Poetry – Riddles and List Poem Poetry Outcome: Poetry – Narrative poem	Dragon Machine Outcome: Fiction – Story with adventure focus Poetry Outcome: Poetry – Rhyming poem My name is not refugee Outcome: Recount – Diary entry Poetry Outcome: Poetry – Senses poem	The Last Wolf Outcome: Letter Poetry Outcome: Poetry – Shape poems Grandad’s Secret Giant Outcome: Fiction – Story with a moral focus Poetry Outcome: Poetry – Descriptive poem
Y3 Writing genres	Gorilla To write a narrative based on the story of ‘Gorilla’ Greek Myths Outcome: Narrative: Myth	Our Tower Outcome: Recount – Nature Journal Wisp Outcome: Fiction – First Person Recount	Where the Forests Meet the Sea Outcome: Non-chronological report writing Blue John Outcome: Explanation
Science	Whiterose Science Materials (Y2) John McAdam- tarmac	Whiterose Science Forces and Magnets (Y3) 8 lessons Plants A (Y3) Andre Marie Ampere- Electro-magnetism	Whiterose Science Plants- light and dark (Y2) Light (Y3) Plants- bulbs and seeds Ahmed Banks- Botanist
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	Marvellous Modern Europe – Locating continents, oceans and countries with the UK. Exploring the geography of Europe with a focus Italy.	

Art & Design	Enhancement: Kapow – Year 3 craft project – design and make a scroll. Make paper. Focusing on Egyptian signs, symbols and pattern . 				Focus Kapow: Year 2 Illustration: Tell a story.  Kapow: Year 2: painting and mixed media (collage) – Life in colour 	
			Focus: Projects on a Page: Aspect of D&T Structures Focus Shell structures: Design, make and evaluate a piece of packaging for a food product that would appeal to either a child or adult. 		Projects on a Page: Aspect of D&T Electrical systems Focus Simple circuits and switches	
Computing	Computing Systems and Networks	Creating Media	Creating Media	Programming A	Programming B	Data and Information
	Computing systems and networks – Connecting computers (teachcomputing.org)	Creating media – Animation (teachcomputing.org)	Creating media – Desktop publishing (teachcomputing.org)	Programming A – Sequence in music (teachcomputing.org)	Programming B – Events and actions (teachcomputing.org)	Data and information – Pictograms (teachcomputing.org)
Online Safety						
	All resources found at Search and Access Resources ▶ Strand ProjectEVOLVE . Staff to choose one or two objectives from the strand pertinent to the class at the time of teaching. Additional materials to support PSHE lessons are available from:  					
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?	1.3 Who is Jewish and what do they believe?	1.4 How can we learn from sacred books?	L2.5 Why are festivals important to religious communities? <i>Possibly: Easter focus? RE Week?</i>	1.8 How should we car for others and the world, and why does it matter?	L2.8 (Part 1) What does it mean to be a Hindu in Britain today
	Christians	Jewish People	Christians, Muslims <i>and</i> Jewish people	Christians <i>and</i> Hindus/Jewish people/Muslims	Christians <i>and</i> Jewish people	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					
Spanish	Los saludos (The greetings)	Los colores y los numeros (Colours and numbers)	Los transportes (Transport)	Bajo el mar (under the sea)	En la selva (In the jungle)	El circo (The circus)
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

Spelling Year 2: Little Wandle

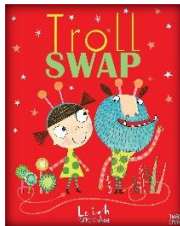
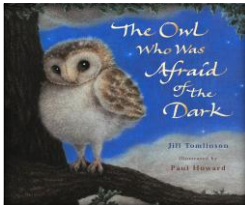
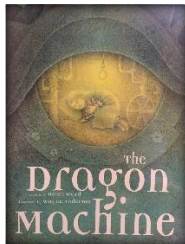
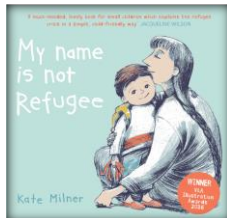
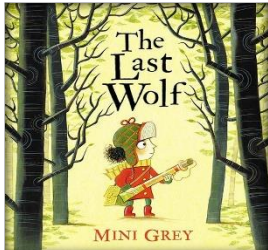
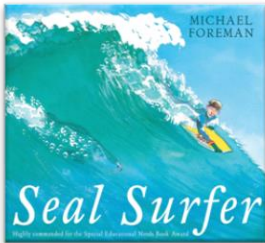
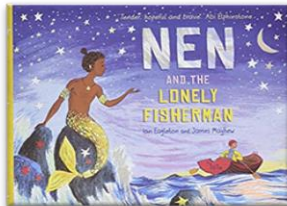
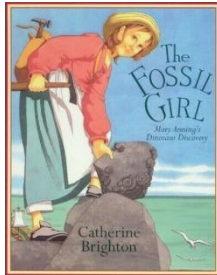
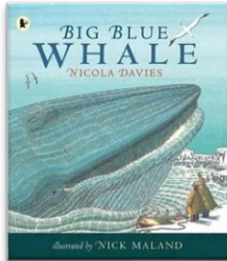
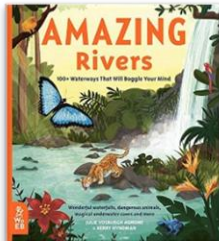
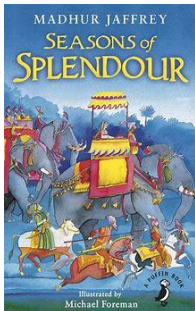
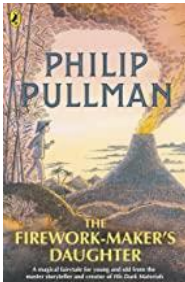
Autumn 1	Coverage	Tricky words
Week 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	people eye whole
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents
Week 3	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	thought sure
Week 4	/i/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	once again any many friend busy pretty because laugh**
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	friend

Autumn 2	Coverage
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

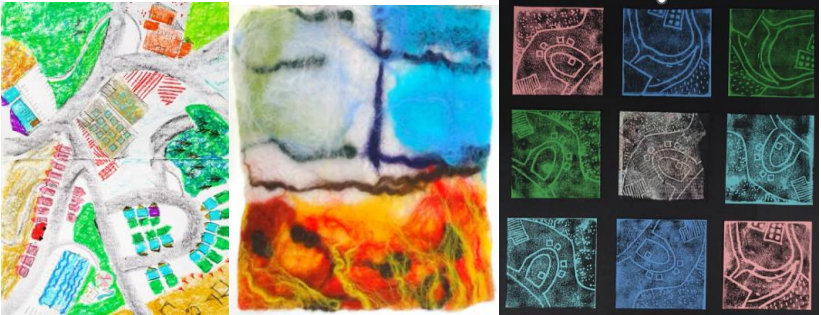
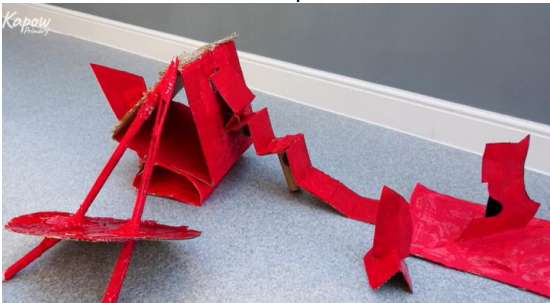
Term		Unit	Coverage	Prickly spellings	Homophones
Spring 1	Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	one once	knight/night
	Week 2				
	Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	two again	one/won
	Week 4				
	Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	any many	where/wear
Spring 2	Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
	Week 2				
	Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	eye people	quite/quiet
	Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	journey friend	see/sea
	Week 5	7	Why do some words end -le, -el, -al or -il?	move improve	to/too/two

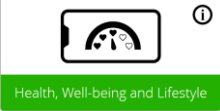
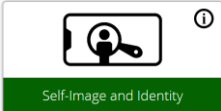
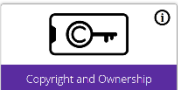
Term		Unit	Coverage	Prickly spellings	Homophones
Summer 1	Week 1	8	Why does 'c' make the sound /s/ in some words?	says said	here/hear
	Week 2	9	How can I spell the sound /zh/?	busy pretty	be/bee
	Week 3	10	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear
	Week 4				
	Week 5	11	How can I show missing letters in a word?	beautiful laugh	there/their/they're
Summer 2	Week 1	12	Why do some longer words have the spelling 'ti' for /sh/?	sure sugar shoe	sun/son
	Week 2				
	Week 3	13	How do I use the possessive apostrophe (singular possession)?	Mr Mrs (Ms)	whole/hole
	Week 4	14	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	thought through	blue/blew
	Week 5				

Year 3: EdShed		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Objective	Step 1: Words where the digraph 'ou' makes an /ow/ sound	Step 7: Words with the prefix 're-'	Step 13: Words with the digraph 'ai' and tetragraph 'aigh'	Step 19: Words ending in 'ai'	Step 25: Words with the suffix '-er'	Step 31: Words ending in '-sion'
	Words	mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud	redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter	arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical	teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher	vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision
	Objective	Step 2: Words where the digraph 'ou' makes a /u/ sound	Step 8: Words with the prefix 'dis-'	Step 14: Words with the digraph 'ei' and tetragraph 'eigh'	Step 20: Words ending in 'ie'	Step 26: Words where the digraph 'ch' makes a /k/ sound	Step 32: Challenge Words
	Words	touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree	freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh	battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable	scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos	special, strange, difficult, important, length, perhaps, position, pressure, question, purpose
	Objective	Step 3: Words where 'y' makes an /i/ sound	Step 9: Words with the prefix 'mis-'	Step 15: Words where the digraph 'ey' makes an /ai/ sound	Step 21: Words ending in '-ly' where the base word ends in 'ie'	Step 27: Words ending in '-gue' and '-que'	Step 33: Revision words
	Words	symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid	obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey	gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly	vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque	exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise
	Objective	Step 4: Words ending in '-sure'	Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words	Step 16: Words with the suffix '-ly'	Step 22: Words ending in '-ly' where the base word ends in '-ic'	Step 28: Words where the digraph 'sc' makes a /s/ sound	Step 34: Revision words
	Words	treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened	calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly	basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically	science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend	freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically
	Objective	Step 5: Words ending in '-ture'	Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Step 17: Words that are homophones	Step 23: Words ending in '-ly'; exceptions	Step 29: Words that are homophones	Step 35: Revision words
	Words	adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped	great, main, grown, missed, meet, grate, mane, groan, mist, meat	truly, slyly, fully, duly, shyly, wholly, drily, coyly, happily, daily	ball, bawl, break, brake, male, mail, fair, fare, berry, bury	teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable
	Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision words
	Words	actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight	address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence	accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter	disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion

Cycle B (2025/26)						
	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	
Y2 Key Text/s						
Y3 Key Text/s						
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 Wooly 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 Dowswell 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 Jumbies 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
Y2 Writing genres	Troll Swap Outcome: Fiction – Story with character focus Poetry Outcome: Poetry – Riddles and List Poem The Owl who was afraid of the dak Outcome: Poetry – Riddles and List Poem Poetry Outcome: Poetry – Narrative poem	Dragon Machine Outcome: Fiction – Story with adventure focus Poetry Outcome: Poetry – Rhyming poem My name is not refugee Outcome: Recount – Diary entry Poetry Outcome: Poetry – Senses poem	The Last Wolf Outcome: Letter Poetry Outcome: Poetry – Shape poems Grandad’s Secret Giant Outcome: Fiction – Story with a moral focus Poetry Outcome: Poetry – Descriptive poem
Y3 Writing genres	Sea Surfer Outcome: Recount – Letter Writing Poetry: Free Verse Nen Outcome: Narrative: Fantasy Story Poetry: List Poem	The fossil Girl Outcome: Recount – a journal Poetry - Cinquain The Big Blue Whale Outcome: Non-fiction – Information Poetry: Free Verse	Amazing Rivers Outcome: Information/ Persuasion – Information board Poetry – List Poem Shakespeare Stories Outcome: Non-fiction – Information text Poetry - Haiku

Science	Whiterose Science Rocks (Y3) Fossils (Y3) Soils (Y3) Mary Anning - fossil hunter	Whiterose Science Animals needs for survival (Y2) Growing up (Y2) Skeletons (Y3) Nutrition and diet (Y3) Marie Curie - Radiation	Whiterose Science Living things and their habitats Eugenie Clarke - Marine Biologist
History/ Geography	Prehistoric Britain: changes in Britain from the Stone Age to the Iron Age (in-depth study). - Paleolithic - Mesolithic - Neolithic - Bronze Age - Iron Age	<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)	
Art & Design	Kapow – Y3 Painting and Mixed Media 		Kapow: Year 2 Craft – Map it out – felt making.  Then Year 3 sculpture – 
Design & Technology		Projects on a page Levers and Linkages: Making a moving card to demonstrate someone’s achievements 	Projects on a Page Aspect of D&T Textiles Focus 2-D shape to 3-D product – textiles purse or pouch. 

Computing	Computing Systems and Networks	Creating Media	Programming A	Data and Information	Creating Media	Programming B
	Computing systems and networks – IT around us (teachcomputing.org)	Creating media – Digital photography (teachcomputing.org)	Programming A – Robot algorithms (teachcomputing.org)	Data and information – Branching databases (teachcomputing.org)	Creating media – Making music (teachcomputing.org)	Programming B – An introduction to quizzes (teachcomputing.org)
Online Safety						
	All resources found at Search and Access Resources ▶ Strand ProjectEVOLVE . Staff to choose one or two objectives from the strand pertinent to the class at the time of teaching. Additional materials to support PSHE lessons are available from:  					
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

Year 3: EdShed		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Objective	Step 1: Words where the digraph 'ou' makes an /ow/ sound	Step 7: Words with the prefix 're-'	Step 13: Words with the digraph 'ai' and tetragraph 'aigh'	Step 19: Words ending in 'al'	Step 25: Words with the suffix '-er'	Step 31: Words ending in '-sion'
	Words	mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud	redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter	arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical	teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher	vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision
	Objective	Step 2: Words where the digraph 'ou' makes a /u/ sound	Step 8: Words with the prefix 'dis-'	Step 14: Words with the digraph 'ei' and tetragraph 'eigh'	Step 20: Words ending in 'le'	Step 26: Words where the digraph 'ch' makes a /k/ sound	Step 32: Challenge Words
	Words	touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree	freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh	battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable	scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos	special, strange, difficult, important, length, perhaps, position, pressure, question, purpose
	Objective	Step 3: Words where 'y' makes an /i/ sound	Step 9: Words with the prefix 'mis-'	Step 15: Words where the digraph 'ey' makes an /ai/ sound	Step 21: Words ending in '-ly' where the base word ends in 'le'	Step 27: Words ending in '-gue' and '-que'	Step 33: Revision words
	Words	symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid	obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey	gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly	vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque	exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise
	Objective	Step 4: Words ending in '-sure'	Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words	Step 16: Words with the suffix '-ly'	Step 22: Words ending in '-ly' where the base word ends in '-ic'	Step 28: Words where the digraph 'sc' makes a /s/ sound	Step 34: Revision words
	Words	treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened	calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly	basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically	science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend	freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically
	Objective	Step 5: Words ending in '-ture'	Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Step 17: Words that are homophones	Step 23: Words ending in '-ly': exceptions	Step 29: Words that are homophones	Step 35: Revision words
	Words	adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped	great, main, grown, missed, meet, grate, mane, groan, mist, meat	truly, slyly, fully, duly, shyly, wholly, drily, coyly, happily, daily	ball, bawl, break, brake, male, mail, fair, fare, berry, bury	teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable
	Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision words
	Words	actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight	address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence	accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter	disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion