



Hookstone Chase Primary School
Year 2&3 Long Term Curriculum Plan 2017 - 2018

Achieving Excellence. Passion for Learning. Inclusiveness. Teamwork. Creativity & Innovation. Respect. Character Development & Life Skills.

	Years 2 and 3 – Happy 50th Birthday Hookstone!		
	Autumn Term 2017	Spring Term 2018	Summer Term 2018
	What's Changed? – Feet to Wheels	What makes me, me?	Hookstone: One dream, one hope, one vision
Termly questions	Was the Stone Age really savage? (1) Would you rather be an artist or inventor? (1) How far could you travel with £30.00? (2) What does travel sound like? (2)	Any old Iron? (1) Pleased to meet you (1) What makes a happy human? (2) Should I stay or should I go? (2)	Were the Romans really ruthless? (1) Harrogate versus Italy (1) Can sparks fly? (2) 100 not out? (2)
English (The choice of texts studied may change as this is dependent on the children's interests.)	Realistic Fiction Newspaper Report Narrative Poetry Instructions Letters Texts: The Tunnel – Anthony Browne(Narrative) Stone Age Boy – Satoshi Kitamura (Narrative) Stone age bone age Mick Manning (Poetry) Ug – Raymond Briggs (Letters) How to wash a woolly Mammoth Michelle Robinson (Instructions) Stone girl,bone girl- Laurence Anholt(Newspaper report) The street beneath my feet - Gullian and Zommer (Letter) The Miraculous Journey of Edward	Modern Fantasy Texts: The Iron Man – Ted Hughes Professor Branestawm – Norman Hunter The World's Worst Children – David Walliams (Narrative) Demon Dentist – David Walliams Lost Happy Endings – Carol Ann Duffy The story of Boudicca Reading: Phonics & Word Reading, Comprehension Writing: Spelling, Handwriting & Composition Vocabulary, Grammar & Punctuation	Traditional Literature, including folktales, fables, legends, myths Texts: Aesop's fables and other selected texts. A Tapestry of tales Previously A Ahlberg The Orchard Book of Roman Myths Reading: Phonics & Word Reading, Comprehension Writing: Spelling, Handwriting & Composition Vocabulary, Grammar & Punctuation

	<p>Tulane – Kate DiCamillo (Story)</p> <p>Reading: Phonics & Word Reading, Comprehension</p> <p>Writing: Spelling, Handwriting & Composition Vocabulary, Grammar & Punctuation</p> <p>Genres: Narrative, Biography/ Autobiography, Explanation, Discussion, Newspaper Reports, Non Chronological Report, Recount, Instructional Text, Letters, Play Script</p>	<p>Genres: Narrative, Biography/ Autobiography, Explanation, Discussion, Newspaper Reports, Non Chronological Report, Recount, Instructional Text, Letters, Play Script</p>	<p>Genres: Narrative, Biography/ Autobiography, Explanation, Discussion, Newspaper Reports, Non Chronological Report, Recount, Instructional Text, Letters, Play Script</p>
Mathematics	<p>Inspire Mathematics, NRICH, White Rose Planning</p> <p>Number & Place Value Addition & Subtraction Multiplication & Division Fractions Measurements Properties of Shapes Position & Direction Statistics</p>	<p>Inspire Mathematics, NRICH, White Rose Planning</p> <p>Number & Place Value Addition & Subtraction Multiplication & Division Fractions Measurements Properties of Shapes Position & Direction Statistics</p>	<p>Inspire Mathematics, NRICH, White Rose Planning</p> <p>Number & Place Value Addition & Subtraction Multiplication & Division Fractions Measurements Properties of Shapes Position & Direction Statistics</p>
Science	<p>Materials</p> <p>Rocks: Comparing & Grouping based on appearance & simple physical properties How fossils are formed</p>	<p>Humans: Nutrition Skeleton & Muscles Digestive System Teeth Food Chains</p>	<p>Living Things & Their Habitats: Grouping & Classification Using Classification Keys Impact of Changing Environments</p> <p>Electricity:</p>

	<p>Recognise soils are made from organic matter</p> <p>States of Matter: Solids, Liquids & Gases Changing State; heating & cooling Evaporation, Condensation & The Water Cycle Volcanoes Changes to the seasons Year 2</p> <p>Working Scientifically</p>		<p>Series Circuits, bulbs, buzzers & switches Conductors & insulators</p> <p>Working Scientifically</p>
Design Technology	<p>Textiles linked with metacognition. Learning to sew. Explore and evaluate a range of existing products. Evaluate own ideas and products & consider views of others. Begin to understand how key events and Individuals in DT have helped shape the world.</p> <p>Work alongside Harrogate High DT Department</p>	<p>Sheet materials</p> <p>Explore and evaluate a range of existing products. Evaluate own ideas and products & consider views of others. Begin to understand how key events and Individuals in DT have helped shape the world.</p> <p>Cooking and nutrition Focus on preparation skills</p>	<p>Construction Pneumatics</p> <p>Explore and evaluate a range of existing products. Evaluate own ideas and products & consider views of others. Begin to understand how key events and Individuals in DT have helped shape the world.</p>
Computing	<p>E- Safety Use technology safely & respectfully, keeping personal information private.</p> <p>Multimedia Create, organise, store, manipulate, search & retrieve digital content.</p>	<p>E- Safety Use technology safely & respectfully, keeping personal information private. Recognise acceptable and unacceptable behaviour.</p> <p>Programming Algorithms, Design,</p>	<p>E- Safety Continue to develop understanding of how to see technology safely & respectfully, keeping personal information private. Identify a range of ways to report concerns about content and</p>

	Use of IT to enhance & support learning across the curriculum & develop understanding of use of Technology in our lives.	Write & Debug simple programs. Use of IT to enhance & support learning across the curriculum & develop understanding of use of Technology in our lives.	contact. Data Handling Collect, analyse, evaluate & present data and information. Use of IT to enhance & support learning across the curriculum & develop understanding of use of Technology in our lives.
Art & Design	Line, (Drawing) Collage, (Texture) Cave paintings (link to the Stone Age) Artist Study: - Lowry – develop drawing skills and move into link with travel/trains. Monet – Link to French and use Saint Lazare station as link to trains. Frith – local painter. Use collage to interpret his famous train painting. Use Sketch Book	Colour, (Painting) Pattern (Printing) Colour mixing Printing Link to RE Hindu Patterns Celtic Art –patterns Artist Study: - Paul Klee William Morris Laura Ashley Use Sketch Book	Shape, Form, Space, Sculpture 2D to 3D Mosaics – 3D tiles Artist Study: - Anish Kapoor Anthony Gormley Link to trip to Sculpture Park Henry Moore Barbara Hepworth Use Sketch Book
Music	Tempo, timbre and texture. Composing Singing Listening to a range of high quality music, developing aural memory. Focus on Little Train of Caipira	Dynamics and structure Lower Key Stage 2 Performance Listening to a range of high quality music, developing aural memory.	Pitch Composing using tuned instruments and basic notation. Singing Listening to a range of high quality music, developing aural memory.

	Focus on the elements of tempo, timbre and texture. Famous Composer Villa Lobos Saint Saens - Fossils	Rhythm patterns using symbols and conventional notation. Famous Composer: Saint Saens –Danse Macabre	Famous Composer Music for celebrations- Handel, Faure, Kool and the gang. Saint Saens –Carnival of the animals
History	Old, Middle and New Stone Age.	Bronze/Iron Age.	Roman Impact on Britain. 50 years of Hookstone Chase School
Geography	Locational Knowledge of the UK Name and locate some counties and cities of the UK using maps. Identify human and physical characteristics of these places.	Human and Physical Geography (settlement and land Use).	Locational Knowledge (Compare Italy to UK) Focus on France as a European country looking at physical and human characteristics plus the weather.
Physical Education	Invasion Games Swimming	Dance & Gymnastics Swimming Outdoor and Adventurous activities	Net Games & Athletics Swimming
Religious Education	2.3 How and why do Hindus and Christians see life like a journey? 1.5 Creation and thanksgiving Puddles and the Saint Francis Service Christmas.	2.4 Why do people love their sacred places? What can we learn from Visiting Holy Buildings? . 1.6 Holy Places What can we learn from visiting a religious building? Opening up Easter New beginnings, hope from despair.	Keeping the 5 pillars of Islam: Muslim's today. What can we learn from stories shared by Christians, Muslims and Jews?
French (Year 3)	Ma famille et moi (Greetings & parts	Le monde des animaux (Jungle	Le temps libre (Days of the week,

	of the body) Les fêtes (Colours, months, Christmas in France) Numbers 10-20 Alphabet Classroom Language	animals, pets) Bon appétit (Fruit & Vegetables) Numbers 10-20 Alphabet Classroom Language	Sports, Music) Destinations Vacances (French Towns, Weather, Clothes) Numbers 10-20 Alphabet Classroom Language
PHSE Staying Safe	Living in the Wider World.	Health and Wellbeing.	Relationships.
Metacognition	Learning Something New Strategies & approach when learning is difficult & challenging. Recognition/ understanding of different emotions when learning Reflection & Evaluation of Learning Supporting & Coaching	Strategies for improving our memories. Using Mnemonics Learning by Heart Performance Growth Mindset using perseverance, co-operation & curiosity Problem Solving Strategies: Persistence, resilience, careful & systematic approach Reflection & Evaluation of Learning	Visualisation Improving your work Making things even better Value of making a mistake Reflection & Evaluation of Learning
20 things (including Educational Visits)	Visit to a Museum – York – Railway Museum/Art Gallery.	Hindu Temple/Lister Park. Working with older people (preparing a cream tea). Performing in production.	Yorkshire Sculpture Park. Shared learning/topic /activity of own choice.
Homework Challenges	Transport Investigation.	Who inspires you the most?	Celebrations Investigation.

