



Hookstone Chase Primary School

Year 2 & 3 Long Term Curriculum Plan 2018 - 2019

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

	Years 2 & 3 – Explore and Discover, Create and Challenge		
	Autumn Term 2018	Spring	Summer
	Homecomings	All Around The World	Grow Your Own
Termly questions	Would your country want you? How can you make something out of nothing?	Where am I? Can I get round the world in 80 days?	What grows where? What makes the world beautiful?
English (The choice of texts studied may change as this is dependent on the children's interests.)	Texts: Mrs Armitage's Bike Quentin Blake On the Way Home Jill Murphy The Day the Crayons Came Home Drew Daywalt Home in the Sky Jeannie Baker Home Carson Ellis The Bomber Balloon Terry Deary One Boy's War Sydney Dobson Finding Winnie Lindsay Mattick Badgers Parting Gift Susan Parting Gifts Susan Varley	Texts: Round the World in 80 Days Jules Verne The Miraculous Journey of Edward Tulane Kate DiCamillo The Bear and the Piano David Litchfield Journey Trilogy Aaron Becker	Texts: James and the Giant Peach Roald Dahl The Tin Forest Helen Ward The Giving Tree Shel Silverstein Jeannie Baker's Big Books

	<p>Reading: Phonics & Word Reading, Comprehension</p> <ul style="list-style-type: none"> • read and discuss fiction, poetry, plays, non-fiction and reference books or textbooks • become familiar with a wide range of books • recommend books • identifying and discussing themes • learning and preparing poetry and other texts to perform by heart and read aloud • show understanding of what they have read through: checking, inferring, predicting and summarising. • discussing their understanding and exploring the meaning of words in context • provide reasoned justifications for their views 	<p>Reading: Phonics & Word Reading, Comprehension</p> <ul style="list-style-type: none"> • read and discuss fiction, poetry, plays, non-fiction and reference books or textbooks • become familiar with a wide range of books • recommend books • identifying and discussing themes • learning and preparing poetry and other texts to perform by heart and read aloud • show understanding of what they have read through: checking, inferring, predicting and summarising. • discuss how authors use language, including figurative language • discussing their understanding and exploring the meaning of words in context • provide reasoned justifications for their views 	<p>Reading: Phonics & Word Reading, Comprehension</p> <ul style="list-style-type: none"> • read and discuss fiction, poetry, plays, non-fiction and reference books or textbooks • become familiar with a wide range of books • recommend books • identifying and discussing themes • learning and preparing poetry and other texts to perform by heart and read aloud • show understanding of what they have read through: checking, inferring, predicting and summarising. • discussing their understanding and exploring the meaning of words in context
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	<p>Writing: Spelling, Handwriting & writing composition Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> • Capital letters, full stops, question marks, exclamation marks (Y2 & 3) • Past and present tense (Y2) (Y2) • Subordination (when, if, that, because) (Y2) • Nouns using suffixes (Y2) • Nouns using prefixes (Y3) • Paragraphs (Y3) • Conjunctions to express time, place and cause: (when, before, after, while, so, because) (Y3) <p>Vocabulary: Word Wizard</p>	<p>Writing: Spelling, Handwriting & writing composition Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> • Adjectives using suffixes(Y2) • Expanded noun phrases (Y2) • Past and present tense (Y2) • Commas to separate items in a list (Y2) • Articles: use of a or an (Y3) • Adverbs to express time, place and cause (then, next, soon, therefore) (Y3) • Headings and subheadings (Y3) • Introduction to inverted commas (Y3) <p>Vocabulary: Word Wizard</p>	<p>Writing: Spelling, Handwriting & writing composition Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> • Suffixes: er, est in adjectives (Y2) • Use of ly to turn adjectives into adverbs (Y2) • Sentences: Statements, questions, exclamation and commands (Y2) • Verbs in the present and past tense (Y2) • Apostrophes for omission and possession (Y2) • Word families showing how words are related in form and meaning (Y3) • Prepositions to express time, place and cause (before, after, during, in, because, of) (Y3) • The present perfect form of verbs • Inverted commas (Y3) <p>Vocabulary: Word Wizard</p>
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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>Fluency, Problem Solving & Reasoning</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>Fluency, Problem Solving & Reasoning</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>Fluency, Problem Solving & Reasoning</p>
Science	<p>Forces & Magnets</p> <p>Compare how things move on different surfaces Contact between forces; direct and at a distance (magnets)</p>	<p>Sound and Light</p> <p>Sources of light Reflection Dangers of the sun Shadows</p>	<p>Plants</p> <p>How seeds & bulbs grow into plants Conditions for growth Identify and describe the</p>

	<p>Behaviour & everyday uses of different magnets Compare and group a variety of everyday materials according to magnetic attraction Identify some magnetic materials Know magnets have two poles and predict whether magnets will attract or repel each other</p> <p>Working Scientifically</p>	<p>How sounds are made through vibrations How sounds travel Pitch Volume</p> <p>An introduction to Space & Earth</p> <p>Working Scientifically</p>	<p>functions of different parts of flowering plants Requirements of plants for life and growth How water is transported within plants Life cycle of flowering plants</p> <p>Working Scientifically</p>
Design Technology	<p>Textiles/Construction</p> <p>Explore and evaluate a range of existing products. Evaluate own ideas and products & consider views of others. Design, make, evaluate and develop technical knowledge. Begin to understand how key events and Individuals in DT have helped shape the world.</p> <p>Reuse/recycle to make gifts/toys for Christmas.</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>Create Shadow Puppets for performance.</p>	<p>Cooking & Nutrition</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>From plot to plate: Design and create a vegetable garden</p>
Computing	<p>E- Safety Use technology safely & respectfully, keeping personal</p>	<p>E- Safety Use technology safely & respectfully, keeping personal</p>	<p>E- Safety Continue to develop understanding of how to see</p>

	<p>information private.</p> <p>Multimedia Create, organise, store, manipulate, search & retrieve digital content.</p> <p>Use of IT to enhance & support learning across the curriculum & develop understanding of use of Technology in our lives.</p>	<p>information private. Recognise acceptable and unacceptable behaviour.</p> <p>Programming Algorithms, Design, Write & Debug simple programs.</p> <p>Use of IT to enhance & support learning across the curriculum & develop understanding of use of Technology in our lives.</p>	<p>technology safely & respectfully, keeping personal information private. Identify a range of ways to report concerns about content and contact.</p> <p>Data Handling Collect, analyse, evaluate & present data and information.</p> <p>Use of IT to enhance & support learning across the curriculum & develop understanding of use of Technology in our lives.</p>
Art & Design	<p>Line, (Drawing) Pattern (Printing)</p> <p>Based on World War 1 Theme</p> <p>Artist Study: - Monet – Poppies Picasso/ Cubism</p> <p>Use Sketch Book</p>	<p>Shape, Form, Space, Sculpture 2D to 3D</p> <p>Based on Space Theme</p> <p>Artist Study: - Anthony Gormley Barbara Hepworth Amish Kapoor</p> <p>Use Sketch Book</p>	<p>Line, (Drawing) Colour, (Painting) Collage (Texture)</p> <p>Arts Festival</p> <p>Artist Study: - David Hockney</p> <p>Use Sketch Book</p>
Music	<p>Tempo, timbre and texture. Composing</p> <p>Singing: Elements of music linked</p>	<p>Dynamics and structure</p> <p>Singing</p> <p>Listening to a range of high</p>	<p>Pitch</p> <p>Composing using tuned instruments and basic notation.</p>

	<p>to singing – Pitch, Listening to a range of high quality music, developing aural memory. Focus on the elements of tempo, timbre and texture.</p> <p>Famous Composer: Elgar</p> <p>Songs from the trenches Songs made popular during World War 1. Infant Nativity</p>	<p>quality music, developing aural memory. Rhythm patterns using symbols and conventional notation.</p> <p>Famous Composer: Holst Jean Michelle Jarre Mike Oldfield</p> <p>Lower Key Stage 2 Performance</p>	<p>Singing Listening to a range of high quality music, developing aural memory.</p> <p>Famous Composer: Vivaldi</p> <p>Considering how music affects mood and well-being. Composing short pieces to convey emotions.</p>
History	<p>WW1 Life in the past 100 years ago. Famous people</p>	Ancient Egypt Explorers	Indus Valley
Geography	<p>Identifying & discovering some of the countries in Europe Seasonal Change</p>	<p>All Around the World Continents and Oceans Similarities & Differences Climate Seasonal Change</p>	<p>River Study Seasonal Change</p>
Physical Education	<p>Invasion Games : Rugby, Football Swimming</p>	<p>Invasion Games : Handball Dance & Gymnastics Swimming Outdoor Adventurous Activities</p>	<p>Athletics: Throwing; pull/push/ fling Running; speed/obstacles/ distance/ relay Striking & Fielding Games: Cricket Golf</p>
Religious Education	<p>What makes Jesus an inspiration to some people?</p>	<p>Light and Dark</p>	<p>Does a beautiful world mean there is a wonderful God?</p>

French (Year 3)	Ma famille et moi (Greetings & parts of the body) Les fêtes (Colours, months, Christmas in France) Numbers 10-20 Alphabet Classroom Language	Le monde des animaux (Jungle animals, pets) Bon appétit (Fruit & Vegetables) Numbers 10-20 Alphabet Classroom Language	Le temps libre (Days of the week, Sports, Music) Destinations Vacances (French Towns, Weather, Clothes) Numbers 10-20 Alphabet Classroom Language
PHSE Staying Safe	Me and my relationships Me and my future.	Keeping myself safe Becoming an active citizen	Moving on My healthy lifestyle
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

21 things (including Educational Visits)	Street Party Forest Schools Tempus Fugit Stonefall Cemetery to see the World War 1 Graves KS1 Nativity (Y2)	Perform in a production Visit to Harrogate Theatre	Harlow Carr Gardens
Homework Challenges	Investigate a European country.	Journeys	Investigate a creative person e.g. artist, photographer, sculptor