

**Exploring, thinking, explaining, presenting, reflecting, practising, assessing**

	Autumn 1 (7 weeks)	Autumn 2 (7.5 weeks)	Spring 1 (5.5 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7.5 weeks)
Whole school	Tuesday 4 <sup>th</sup> training Jewish New Year (10.09.18) Islamic New Year (12.09.18) Harvest festival UN choir day (21.09.18) Maths in the environment wk (24.09.18)	Christmas Diwali (07.11.18) World books Remembrance Day 11.11.18 100 years end WW1	Christmas Diwali (07.11.18) World books Remembrance Day 11.11.18 100 years end WW1	St George's day (23.04.19) Easter (21.04.19)	Ramadan Begins (06.05.19)	Flower festival Feast sports PTA Summer Fair
PHSE	Knowing Me Friendship	Staying Healthy Making good choices or sound judgements (Sensibility)	Being with other people Respect & consideration for others (kindness)	Living in a Community Equality, empathy and understanding of others (fairness)	Citizenship Responsibility	Excellence Inspiration & celebration
	Magic - Magic Carpet Ride		Wonder - Wonders of the World		Sea Adventures - Where shall we go?	
CLASS 3 Year 2/3 <i>Resourcefulness</i>	Theme/Topic	Theme/Topic	Theme/Topic	Theme/Topic	Theme/Topic	Theme/Topic
English Reading	Text: Thieves of Ostia Text: How to Train Your Dragon Text: Otterline and the Yellow Cat Dragonory and other stories (yr. 2 fairy stories)  Skills: • Listening & discussing	Text: Thieves of Ostia Text: How to Train Your Dragon Dragonory and other stories Text: various non-fiction texts relating to Geog & History topics  Skills: • Listening & discussing wide range fiction	Text: non-fiction texts relating to WoW. Text: The Secret Garden  Skills: • Listening & discussing wide range fiction • Increasing familiarity with wide range books	Text: non-fiction texts relating to WoW. Ancient Egypt (King Tut)  Skills: • Listening & discussing wide range fiction • Increasing familiarity with wide range books	Text: Journey to the River Sea Michael Morpurgo (various) Tarka the Otter  Skills: • Listening & discussing	Text: Kensuki's Kingdom Michael Morpurgo (various)  Skills: • Listening & discussing wide range fiction

	<p>wide range fiction</p> <ul style="list-style-type: none"> <li>Increasing familiarity with wide range books</li> <li>Identifying themes &amp; conventions</li> </ul>	<ul style="list-style-type: none"> <li>Increasing familiarity with wide range books</li> <li>Identifying themes &amp; conventions</li> </ul>	<ul style="list-style-type: none"> <li>Identifying themes &amp; conventions</li> </ul>	<ul style="list-style-type: none"> <li>Identifying themes &amp; conventions</li> </ul>	<p>wide range fiction</p> <ul style="list-style-type: none"> <li>Increasing familiarity with wide range books</li> <li>Identifying themes &amp; conventions</li> </ul>	<ul style="list-style-type: none"> <li>Increasing familiarity with wide range books</li> <li>Identifying themes &amp; conventions</li> </ul>
<p>Writing <i>Following the National Curriculum requirements for Years 2 and 3.</i></p>	<p><u>Adventure/Mystery narrative</u> (fiction) Story structures incl. themes, character and setting</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Writing</li> <li>Proof read, evaluate and edit</li> <li>Oral composition &amp; discussion</li> <li>Replicating different text types</li> <li>Dictionary skills</li> </ul> <p><u>Biography</u> Mary Ellis (WW2 Spitfire) (history link)</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Writing</li> <li>Proof read, evaluate and edit</li> <li>Read aloud</li> </ul>	<p><u>Non-chronological report</u> Non-fiction research Key features and layout: captions/headings/subheadings (Geography linked)</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Note taking</li> <li>Reading for a range of purposes</li> <li>Identifying and apply key features and layout</li> <li>Identify main ideas and summarise</li> <li>Oral composition &amp; discussion</li> <li>Replicating different text types</li> <li>Dictionary skills</li> </ul> <p><u>Instructions</u> (linked to How to Train Your Dragon)</p> <p>Skills: writing for different purposes</p>	<p><u>Poetry</u> - descriptive &amp; shape Yr 2 rhyming)</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Reading for a range of purposes</li> <li>Oral composition &amp; discussion</li> <li>Reading aloud and performance (intonation/tone/volume)</li> </ul> <p><u>Newspaper stories</u> (Howard Carter discovery)</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Note taking</li> <li>Reading for a range of purposes</li> <li>Identifying and apply key features and layout</li> <li>Replicating different text types</li> </ul>	<p><u>Playscripts</u> - History link (secret chamber discovery in pyramid)</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Reading for a range of purposes</li> <li>Oral composition &amp; discussion</li> <li>Reading aloud and performance (intonation/tone/volume)</li> </ul> <p><u>Explanation text</u>: use and building of the pyramids</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Writing for different purposes</li> </ul>	<p><u>Letters</u> <u>Diary entries</u></p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Reading for a range of purposes</li> <li>Identifying and apply key features and layout</li> <li>Identify main ideas and summarise</li> <li>Oral composition &amp; discussion</li> <li>Replicating different text types</li> <li>Dictionary skills</li> </ul>	<p>Stories by the same author <u>Narrative</u> <u>Character, setting and atmosphere</u></p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Reading for a range of purposes</li> <li>Paragraphs</li> <li>Direct speech</li> <li>Oral composition, rehearsal &amp; discussion</li> <li>Dictionary skills</li> <li>Thesaurus skills</li> <li>Reading aloud</li> </ul>

<p>SPAG/RWI (Headstart Grammar, Punctuation and Vocabulary) Year 2 Year 3</p>	<p>Spellings (NC words) and handwriting. Full stops and capital letters Capital letters for people and places Question marks Exclamation marks Commands Commas in a list. Adjectives, nouns and verbs. Handwriting-use spacing between words that reflects the size of the letters.</p> <p>Full stops and capital letters Conjunctions Question marks Adjectives Pronouns</p>	<p>Spellings (NC words) and handwriting. Regular plural nouns Commas in a list Apostrophes for contraction Prefix 'un' Sentence forms</p> <p>Time connectives Past tense Prepositions Speech Marks Verbs</p>	<p>Spellings (NC words) and handwriting. Regular past tense verbs Past tense (spelling changes) Suffix 'ful' Adjectives (expanded noun phrases) Apostrophes for possession.</p> <p>Comparative and superlative adjectives Plurals Adverb of manner Synonyms of verbs Prepositions</p>	<p>Spellings (NC words) and handwriting. Progressive tense Auxiliary verbs Irregular past tense verbs Adverbs (suffix 'ly') Conjunctions 'and' and 'but'</p> <p>Subject and predicate Irregular past tense Conjunctions Apostrophe for contraction Direct speech</p>	<p>Spellings (NC words) and handwriting. Conjunction 'because' Suffix 'less' Conjunctions 'when' 'if' and 'that' Conjunction 'or' Comparative and superlative adjectives</p> <p>Full stops Question marks, exclamation marks Commas in a list Fronted adverbials Prefixes Apostrophe for possession</p>	<p>Spellings (NC words) and handwriting. Irregular plural nouns Suffix 'er' Pairs of speech Compound words Irregular comparative and superlative adjectives.</p> <p>Possessive pronouns Present perfect tense Subordinate clauses Synonyms for said Irregular comparative and superlative adjectives</p>
<p><b>Maths</b>  Year 3</p>	<p>Number-place value.</p> <p>Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000 Read and write numbers up to 1000 in numerals and in words.</p>	<p>Calculations</p> <p>Number: Addition &amp; Subtraction <i>Add and subtract numbers mentally, including:</i></p> <ul style="list-style-type: none"> <li>a three-digit number and ones</li> <li>a three-digit number and tens</li> <li>a three-digit number and hundreds</li> <li>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>estimate the answer to a calculation and use inverse operations to check answers</li> <li>solve problems, including missing number problems, using number facts, place</li> </ul>	<p>Fractions</p> <ul style="list-style-type: none"> <li>count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>add and subtract fractions with the same denominator</li> </ul>	<p>Measurement</p> <ul style="list-style-type: none"> <li>measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</li> <li>know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>compare durations of events [for example to calculate the time taken by particular events or tasks].</li> <li><b>Measurement</b></li> </ul>	<p>Geometry.</p> <p>Geometry: Properties of Shapes</p> <ul style="list-style-type: none"> <li>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> <li>recognise angles as a property of shape or a description of a turn</li> <li>identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn;</li> </ul>	<p>Statistics</p> <ul style="list-style-type: none"> <li>interpret and present data using bar charts, pictograms and tables</li> <li>solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using</li> </ul> <p>Revisit what we know using maths in context.</p>

<p>Year 2</p>	<p>Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100</p> <p>Place Value</p> <p>Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward</p>	<p>value, and more complex addition and subtraction</p> <p>Number: Multiplication &amp; Division</p> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> </ul> <p>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p> <p><b>Addition &amp; Subtraction</b></p> <p>solve problems with addition and subtraction:</p> <ol style="list-style-type: none"> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> </ol> <p>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p>	<p>within one whole [for example, <math>5/7 + 1/7 = 6/7</math>]</p> <ul style="list-style-type: none"> <li>compare and order unit fractions, and fractions with the same denominators</li> </ul> <p>solve problems that involve all of the above</p> <p><b>Geometry: Properties of Shapes</b></p> <ul style="list-style-type: none"> <li>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> <li>recognise angles as a property of shape or a description of a turn</li> <li>identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</li> <li>identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul> <p><b>Fractions</b></p> <p>recognise, find, name and write fractions <math>1/3</math>, <math>1/4</math>, <math>2/4</math> and <math>3/4</math> of a length, shape, set of objects or quantity</p> <p>write simple fractions, for example <math>1/2</math> of <math>6 = 3</math> and recognise the equivalence of <math>2/4</math> and <math>1/2</math>.</p> <p><b>Properties of Shapes</b></p> <p>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p>	<p>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p> <p>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>compare and sequence intervals of time</p> <p>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>know the number of minutes in an hour and the number of hours in a day</p> <p>Revisit and review for Sats preparation.</p>	<p>identify whether angles are greater than or less than a right angle</p> <ul style="list-style-type: none"> <li>identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul> <p>Revisit and review for Sats preparation.</p>	
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add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

- i. a two-digit number and 1s
- ii. a two-digit number and 10s
- iii. 2 two-digit numbers
- iv. adding 3 one-digit numbers

show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot

recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

#### **Multiplication & Division**

recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs

show that multiplication of 2 numbers can be done in any order (commutative) and

identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

identify 2-D shapes on the surface of 3-D shapes

compare and sort common 2-D and 3-D shapes and everyday objects.

#### **Position & Direction**

order and arrange combinations of mathematical objects in patterns and sequences

use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

#### **Statistics**

interpret and construct simple pictograms, tally charts, block diagrams and tables

		<p>division of 1 number by another cannot</p> <p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>				
<p><b>Science</b> Year 2 Year 3</p>	<p>Uses of every day materials.</p> <p>Magnets &amp; forces.</p>	<p>Uses of every day materials</p> <p>Rocks, fossils &amp; soils</p>	<p>Living things and their habitats.</p> <p>Plants &amp; their needs (I)</p> <p>Mummification experiment</p>	<p>Animals including humans</p> <p>Animals including humans</p>	<p>Animals including humans</p> <p>Light &amp; shadow</p>	<p>Plants</p> <p>Plants &amp; their needs (II)</p>
<p><b>Computing (Scholastic)</b> Year 2  Year 3</p>	<p>Foo</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following simple instructions.</p> <p>Roald Dahl- How computers work</p> <p>To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>To use technology safely, respectfully and responsibly.</p>	<p>Fairy tales</p> <p>Create and debug simple instructions.</p> <p>Robots-Algorithms and programming.</p> <p>To debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; use sequence and repetition in programs; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Zoo</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Kings, queens and castles-Communication</p> <p>To use search technologies effectively</p> <p>To use technology safely, respectfully and responsibly.</p>	<p>Ourselves</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital material.</p> <p>Aliens- Algorithms and programming</p> <p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; use sequence and repetition in programs; use logical reasoning to explain how some simple algorithms work and to and correct errors in algorithms and programs. detect</p>	<p>Habitats</p> <p>To recognise common uses of information technology beyond school.</p> <p>Chocolate factory-Data and information.</p> <p>To select, use and combine a variety of software to design and create a range of content that accomplish given goals, including collecting and presenting data and information.</p>	<p>Pirates-</p> <p>To 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.</p> <p>Superheroes-Safety</p> <p>To use search technologies effectively.</p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
<p><b>History</b> Year3  Year2</p>	<p>Roman Britain &amp; Roman Empire</p> <p>Events beyond living memory that are</p>	<p>Roman Britain &amp; Roman Empire</p> <p>Events beyond living memory that are significant. Life of a</p>	<p>Ancient Egypt</p>	<p>Ancient Egypt</p>	<p>Local study - St Mawgan churchyard men drowned at sea.</p>	<p>Local study - St Mawgan churchyard men drowned at sea.</p>

	significant. Life of a significant individual- Mary Ellis/Boudica	significant individual- Mary Ellis/Boudica			Significant event in own locality. Changes in living memory-	Significant event in own locality. Changes within living memory.
<b>Geography</b> <b>Year 3</b> <b>Year 2</b>	Physical Geography: Mapwork - reading and compass points Geographical skills- using maps, compass, aerial photographs. Name and locate the world's 7 continents and five oceans. Europe, Africa and Asia	Human Geography: Settlements and land use in UK. (related to History-Roman Britain) Geographical vocabulary to refer to human features.	Human Geography: Cities in the UK Name and locate four countries and capital cities of UK.	Physical Geography: Natural resources Name and locate the world's 7 continents and five oceans. Australia, Antarctica, North and South America.	Physical Geography: Mountains and rivers Geographical vocabulary for key Physical features.	Physical Geography: Coastal regions and rivers
<b>DT</b>	Create a 3D landscape: (Making, cutting, shaping, designing) Plan school garden	Food technology (Roman recipe) Plan school garden	Design, create and make raised beds and plant holders	Design and transport system to build a pyramid	Harvesting and cooking (with our school crops)	Harvesting and cooking (with our school crops)
<b>Art and design</b>	3D sculpture (x DT and Geography)	Stained glass effect - design techniques and collage History & topic link (mosaics)	Hieroglyphics Drawing, painting and designing cartouches	Observational drawing and painting (plants) Diary of a Country Lady - Monet Famous designers in history: Capability Brown Artist: Andy Goldsworthy	Famous Artist: Andy Goldsworthy (natural temporary art in the garden)	Brass rubbing techniques - using wax and charcoal
<b>Music</b> <b>Year 2</b> <b>Year 3</b>	Listen with concentration and understanding to a range of high-quality live and recorded music Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.	<b>Christmas class production (songs)</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Play tuned and untuned instruments musically Use and understand staff and other musical notations.	Experiment with, create, select and combine sounds using the inter-related dimensions of music. Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Listen with attention to detail and recall sounds with increasing aural memory	Develop an understanding of the history of music.
<b>MFL</b> <b>(CGP-Year B)</b>	Surveys	Role plays	Presentations	Multiple choice	Making sentences	Games

RE(Cornwall Syllabus year B) KS1 KS2	What is the Bible  How Christians seek to live their lives as an imitation of Jesus.	Who is Jesus  The Cornish Rebellion- the story of 1549 and what it says about Cornwall	How did the Celtic saints follow the example of Jesus  How the Bible is used by Christians in different contexts	Who do Hindus look up to? Who are their heroes of faith?  Introducing Muslims	How do Hindus worship?  Going on a Hajj	How do Christians worship in my community?  How Christians celebrate significant life events.
PE (Champions) Sport Health Fitness	Multi-Skills Body parts and their functions Boot camp	Story Time Dance Healthy minds, emotions and goals Mighty movers	Groovy gymnastics Hygiene, medicine and exercise Skip to the beat	Brilliant Ball Skills Body protectors and body changes Gym fit Circuits	Throwing and Catching Relationships with others, and opinions Cool core (strength)	Active Athletics Diet and Vitamins Fitness frenzy
Visits		Roman day		Egyption day		Class camp.