

**Palgrave Primary School Curriculum Overview 2023/2024 Class 2 (Year B)**

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b>	<p><b>Animals, including human- Healthy Animals</b></p> <p><a href="#"><u>Year 3 Animals Including Humans</u></a></p> <p>Life cycles, anatomy of the heart, healthy diet/eating, exercise</p> <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different</li> </ul>	<p><b>Everyday materials – Squash, bend, twist and stretch</b></p> <p>Bouncy materials, exploring properties of different materials, bridge designs, rigidity</p> <ul style="list-style-type: none"> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p><b>Living things and their habitats - Garden and allotments</b></p> <p>Making a playground allotment, making a microhabitat, food chains, farming, transfer of energy</p> <ul style="list-style-type: none"> <li>• Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• 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.</li> </ul>	<p><b>Plants – Flowers, fruits and seeds</b></p> <ul style="list-style-type: none"> <li>• How seeds are produced and their uses, seed dispersal, types of fruit.</li> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>• 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.</li> <li>• Investigate the way in which water is transported within plants.</li> <li>• Explore the part that flowers play in the life</li> </ul>	<p><b>Plants - Roots and shoots</b></p> <p><a href="#"><u>Year 3 Plants</u></a></p> <p>Types of plants, how plants grow, needs of plants</p> <ul style="list-style-type: none"> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>• 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.</li> </ul>	<p><b>Forces and Magnets</b></p> <p><a href="#"><u>Year 3 Forces and Magnets</u></a></p> <ul style="list-style-type: none"> <li>• Types of forces, magnetic attraction and repulsion, uses of magnets, magnetic poles</li> <li>• Compare how things move on different surfaces.</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>• Compare and group together a variety of</li> </ul>

	<p>types of food, and hygiene.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>			<p>cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>		<p>everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <ul style="list-style-type: none"> <li>Describe magnets as having two poles.</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>
<b>RHE KAPOW (Y2)</b>	<p><b>Families and relationships</b></p> <p>Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect.</p>	<p><b>Health and Well being</b></p> <p>Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene</p>	<p><b>Safety and the Changing Body</b></p> <p>Lesson collection: Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.</p>	<p><b>Citizenship</b></p> <p>Lesson collection: learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an opinion.</p>	<p><b>Economic wellbeing</b></p> <p>Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers</p>	<p><b>Year 3: Transition lessons</b></p> <p>Learning about where money comes from, how to look after money and why we use banks and building societies.</p>

<b>Literacy</b>  <b>HAMILTON TRUST PLANS/THE WRITESTUFF</b>	<p><b>TWS Year 2 - Narrative Story - The Marvellous Fluffy Squishy Itty Bitty</b></p> <p><b>Letters and Postcards: Excuse letters</b></p> <p><b>Poems by the Same Poet: J. Agard The Rainmaker Danced</b></p>	<p><b>Information Texts: Follow the Moon Home</b></p> <p><b>Instructions: Cooking</b></p> <p><b>Classic Poems: Poems of Edward Lear</b></p>	<p><b>TWS Year 2 - Narrative - Story – Stardust</b></p> <p><b>Information Texts: Pets</b></p> <p><b>Poems on a Theme: Monster Poems</b></p>	<p><b>TWS Traditional Tale with a Twist – Little Red Reading Hood Y2</b></p> <p><b>Non Chronological Reports-</b> Unicorns and Dragons</p> <p><b>Poetry-</b> Humorous poems</p>	<p>Non Fiction – <b>Recounts.</b> The Great Serum Race and Saluki Hound of Bedouin</p> <p><b>Fiction – Stories with an element of fantasy</b> – Ottto the Book Bear and Library Lion</p>	<p><b>TWS Narrative Comedy</b> – The Incredible Book Eating Boy</p> <p><b>Non Fiction – Instructions and explanations</b></p> <p><b>Poetry-</b> Poems on a theme-monsters</p>
<b>Maths</b>  <b>WHITEROSE PLANS</b>	<p><b>Y2</b> Number – Place Value/ Number – Addition and Subtraction</p> <p><b>Y3</b> Number – Place Value/ Number – Addition and Subtraction</p>	<p><b>Y2</b> Number – Addition and Subtraction/Geometry - Shape</p> <p><b>Y3</b> Number Multiplication and Division A</p>	<p><b>Y2</b> Number – Multiplication and Division/ Statistics</p> <p><b>Y3</b> Number Multiplication and Division B</p>	<p><b>Y2</b> Measurement – Money/Number - Multiplication and Division</p> <p><b>Y3</b> Number- Fractions A/ Measurement- Mass and Capacity</p>	<p><b>Y2</b> Measurement – Length and Height/ Measurement – Mass, Capacity and Temperature</p> <p><b>Y3</b> Number - Fractions B/ Measurement – Money/Measurement - Time</p>	<p><b>Y2</b> Number – fraction/ Measurement – Time/ Statistics/Geometry – Position and Direction</p> <p><b>Y3</b> Measurement – Time/ Geometry – Shape/Statistics</p>

<b>Musi c</b>	<b>Hands, Feet, Heart</b>	<b>Ho, Ho, Ho</b>	<b>I Wanna Play in a Band</b>	<b>Zootime</b>	<b>Friendship Song</b>	<b>Reflect, Rewind and Replay</b>
<b>CHA RAN GA</b>	Afropop, South African  South African music.	A song with rapping and improving for Christmas  Festivals and Christmas.	Rock  Playing together in a band.	Reggae  Reggae and animals.	Pop  A song about being friends.	Classical  The history of music, look back and consolidate your learning, learn some of the language of music.
<b>Com putin g</b>	<b>Unit 3.1 Coding</b>	<b>Unit 3.2 Online safety</b>  <b>Unit 3.3 Spreadsheets</b>	<b>Unit 3.4 Touch Typing</b>	<b>Unit 3.5 Email</b>  <b>Unit 3.6 Branching Databases</b>	<b>Unit 3.7 Simulations</b>  <b>Unit 3.8 Graphing</b>	<b>Unit 3.9 Presenting (with Microsoft PowerPoint or Google Slides)</b>
<b>RE</b>	<b>Big Question 1:</b>	<b>Big Question 1:</b>	<b>Big Question 1:</b>	<b>Big Question 2:</b>	<b>Big Question 2:</b>	<b>Big Question 2:</b>
<b>EMM ANU EL PRO JEC T</b>	Do beliefs make any difference to someone's life?	Do beliefs make any difference to someone's life?	Do beliefs make any difference to someone's life?	What beliefs drive people to make a difference in the world?	What beliefs drive people to make a difference in the world?	What beliefs drive people to make a difference in the world?
<b>LKS 2</b>	Christianity – Stewardship Why are good stewardship and generous giving important for every Christian?	Hinduism – Karma Why does a Hindu want to collect good karma?	Islam – Submission How does a Muslim show their submission and obedience to Allah?	Christianity – Kingdom of God What do Christians mean when they talk about the Kingdom of God?	Humanism – Morals Why do Humanists use the golden rule as a basis for morality?	Sikhism – Guru How does the teaching of the gurus move Sikhs from dark to light?

<b>Topic</b>	<b>Stone Age LKS2 (History)</b>	<b>How does the geography of Kampong Ayer compare? KS1 (Geography)</b>	<b>Charles KS1 (History)</b>	<b>Beyond the magic kingdom LKS2 (Geography)</b>	<b>Iron Age LKS2 (History)</b>  Learning about:  Changes in Britain from the Stone Age to the Iron Age.	<b>Why do so many people in the world live in megacities? LKS2 (Geography)</b>
<b>PE GET SET 4 PE Y3</b>	<b>Basic skills &amp; assessment</b>	<b>Invasion Games</b>	<b>Community Centre-Gym</b>	<b>Community Centre-Dance</b>	<b>Athletics Y2</b>	<b>Tennis Y2</b>
<b>Phonics Twinkl</b>	<b>Level 6 Week 1 – Week 7</b>	<b>Level 6 Week 8 - 12</b>	<b>Level 6 Week 12 -16</b>	<b>Level 6 Week 16 - 20</b>	<b>Level 6 Week 21 – Week 25</b>	<b>Level 6 Week 26 – Week 30</b>
<b>SPaG Twinkl</b>	<b>Nouns and Pronouns for Clarity Consonants and Vowels Suffixes: -ly Past Tense Subordinate Clauses</b>	<b>Adjectives 'A' or 'An'? Prefixes: super-, anti-, auto- Present Tense Apostrophes</b>	<b>Verbs Compound Nouns Prefixes: dis-, mis-, un Subordinating Conjunctions Inverted Commas</b>	<b>Adverbs - Time, Place &amp; Cause Prefixes: in- Suffixes: -ation Coordinating Conjunctions Organisational Devices</b>	<b>Prepositions Prefixes: re-, sub-, inter- Suffixes: beginning with Vowels Time Conjunctions Paragraphs</b>	<b>Homophones Suffixes: -ous Word Families Place and Cause Conjunctions Editing and Evaluating</b>
<b>Spellings Twinkl</b>	<b>Y3 Spelling Term 1A  Y2 Level 6 Week 1 – Week 7 Spellings</b>	<b>Y3 Spelling Term 1B  Y2 Level 6 Week 8 – 12 Spellings</b>	<b>Y3 Spelling Term 2A  Y2 Level 6 Week 12 -16 Spellings</b>	<b>Y3 Spelling Term 2B  Y2 Level 6 Week 16 – 20 Spellings</b>	<b>Y3 Spelling Term 3A  Y2 Level 6 Week 21 – Week 25 Spellings</b>	<b>Y3 Spelling Term 3B  Y2 Level 6 Week 26 – Week 30 Spellings</b>
<b>FRENCH</b>						
<b>Art/D T</b>						

