








Wincle School creates an enriching and outstanding rural education, nurturing the whole individual: body, mind and soul, inspiring rounded, happy, courageous children who exhibit a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all.



## Year 2/3 Long Term Curriculum Plan

Year	Subject	Autumn	Spring	Summer
Core Values	<i>RESPECT    COMPASSION    INTEGRITY    HOPE    PERSEVERANCE</i>			
2020-2021	<b>Secrets to Success</b>	 Try New Things.pdf  Concentrate.pdf  Work Hard.pdf	 Push Yourself.pdf  Imagine.pdf	 Improve.pdf  Understand Others.pdf  Don't Give Up.pdf
	<b>RE</b> Autumn 1	<b>God</b> What do some stories in the Bible teach about God? How do Christians use symbols to explain what God is like? How do Christians use words, prayers, songs or hymns to describe God as 'three in one'?	<b>Kingdom of God</b> Why did Jesus teach his disciples to pray the Lord's Prayer? What do Jesus' parables tell Christians the Kingdom of God is like?	<b>Discipleship</b> Why did Zacchaeus change when he met Jesus? Why do Christians make promises at baptism? How does the Bible help Christians to live?
	Autumn 2	<b>Incarnation</b> What does the visit of the magi tell Christians about Jesus? Why do you think there are different stories about Jesus' birth?	<b>Resurrection</b> Why was the empty tomb good news for Christians? Why is the resurrection story important for Christians? How did you think Mary changed after visiting Jesus' tomb?	<b>Holy Spirit</b> How did the Holy Spirit change the disciples after the Day of Pentecost? What do Christian symbols teach about the Holy Spirit? What does Christian art teach people about the Trinity?
	<b>PSHE</b> Aut 1	<b>Identity, Diversity &amp; Difference</b> To identify themselves in positive terms. To describe their identity in relation to common factors. That all people are different, including what these differences might be, and that this is okay. To identify those in their lives who can help and support them.	<b>Staying Safe &amp; Managing Risk</b> To identify typical hazards in the home, including electricity, and describe measures to keep themselves safe. Basic first-aid, including calling 999, DRABC, the recovery position, CPR, and how to respond to burns, bleeds and head-bumps. Safe use of products including: what can be put on the body, what can be put in the body, what can only be given by a parent or medic. NSPCC's PANTS are Private Road safety Water-safety Fire safety	<b>Health &amp; Self-Care</b> That they have human rights, that those rights are legally binding, and what those rights are. That some children's rights are not cared for and what can be done to help. Sun Safety What 'health' is, how we can monitor our own health and what can be done to care for it.
	Aut 2	<b>Mental Health &amp; Well-being</b> A range of vocabulary to identify and articulate their emotions. The purpose of each emotion A range of strategies to support the management of negative emotions and the maintenance of positive emotions. How their actions can impact the emotions of others.		<b>SRE</b> That there are biological differences between boys and girls. The scientific names of the private body parts, reinforcing the PANTS are Private rule. What positive friendships and familial relationships look like, reinforcing their human rights. That families all look different.
	<b>PE</b>	<b>Invasion games</b> <b>Dance</b>	<b>Games</b> <b>Gymnastics</b>	<b>Athletics</b> <b>Cricket</b>
	<b>History</b>	<b>Victorians</b> Focus on the lives of significant individuals in the past who have contributed to national and international achievements.	<b>Rosa Parkes &amp; Emily Davison</b> Focus on the lives of significant individuals in the past who have contributed to national and international achievements.	<b>Children's lives from 1900-2000</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066



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	<b>Geography</b>	<b>Locational Knowledge of the UK</b> Physical Geography	<b>Place knowledge</b> Comparison of UK to a European Country - France Human Geography	<b>The Water Cycle</b>
	<b>Science</b>	<b>Light &amp; Electricity</b> <b>Working scientifically</b> Observe and name a variety of sources of light, including electric lights, flames and the Sun Associate shadows with a light source being blocked by something Notice that light is reflected from surfaces. Find patterns that determine the size of shadows. Identify common appliances that run on electricity. Construct a simple series electrical circuit. Identify whether or not a lamp will light in a simple series circuit and recognise that a switch opens and closes a circuit. Recognise some common conductors and insulators, and associate metals with being good conductors	<b>Animals/Living Things &amp; their Habitats</b> <b>Working scientifically</b> Explore and compare the differences between things that are living, dead, and that have never been alive Identify that most living things live in habitats to which they are suited to. Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<b>Forces &amp; Magnets</b> <b>Working scientifically</b> Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.
	<b>DT</b>	<b>Incredible Inventions</b> Take inspiration from design throughout history Design, make, evaluate and improve Master practical skills: Mechanics, Electrics, Computing	<b>World Tapestries</b> Take inspiration from design throughout history (link to geography) Design, make, evaluate and improve Master practical skills: Textiles	<b>Time Travel Café</b> Take inspiration from design throughout history Design, make, evaluate and improve Master practical skills: Food
	<b>ART</b>	<b>Sculpting Royalty</b> Develop ideas. Master techniques: Sculpture Take inspiration from the greats	<b>In the Wild</b> Develop ideas. Master techniques: Printing Take inspiration from the greats	<b>My Life</b> Develop ideas. Master techniques: Sketching Take inspiration from the greats
	<b>English</b>	<b>Text/Genre focuses to link with topics:</b> Queen Victoria's Bathing Machine Mill Girl/Street Child <b>Focus author: Charles Dickens</b> (Oliver Twist & A Christmas Carol)	<b>Text/Genre focuses to link with topics:</b> Great Women Who Made History The Lion, the Witch and the Wardrobe (Easter) The Creakers <b>Focus Author: Rudyard Kipling</b> (Just So Stories)	<b>Text/Genre focuses to link with topics:</b> Journey to the River Sea Why Water's Worth it <b>Focus Author: Roald Dahl</b> (Boy, Rotten Rhymes, Charlie & the Chocolate Factory)
	<b>Curriculum enrichment</b>	Bliss Hill Museum Gradbach - geographical skills & historical knowledge Perform A Christmas Carol	Peak Wildlife Park Local Farms Rudyard	Community visitors to share experiences Time Travel Café Instilling Inspiration Tittesworth/Carsington



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2021-2022	Secrets to Success	 Try New Things.pdf  Concentrate.pdf  Work Hard.pdf	 Push Yourself.pdf  Imagine.pdf	 Improve.pdf  Understand Others.pdf  Don't Give Up.pdf
	RE Autumn 1	<b>Good News</b> How does the Bible show Jesus living his life as good news? How do stories of Jesus encourage his disciples to live as good news? How do Christians believe that God speaks good news to people through the life of Jesus?	<b>Forgiveness</b> How does prayer help Christians start again? How did Jesus show forgiveness to those who betrayed him?	<b>Creation</b> How did Adam and Eve spoil creation in <i>Genesis</i> ? Why do Christians look after their local environment? How do Christians look after the wider world and why?
	Autumn 2	<b>Christian Community</b> *How do Christians worship God in church? *Why is the Bible important to Christians? How do we know when someone belongs to a Christian community? How are Christian communities different? What do Christians mean when they use the word church?	<b>Salvation</b> How is the cross an important symbol for Christians? What do Christians believe about salvation (being rescued/found)? Why do Christians believe Jesus rescued people? Eucharist lessons	<b>Islam</b> Why is Muhammad important to Muslims? Which teachings of Muhammad (pbuh) do Muslims try to follow? What do Muslims believe about the origins and authority of the Qur'an? Why are there so many prophets in Islam? How do Muslims show community is important in practice? What are some of the Muslim traditions done at home? Why do some Muslims fast during Ramadan?
	PSHE Autumn 1	<b>Drug, alcohol and tobacco education: Tobacco.</b> The definition of a drug and that they're harmful. The effects and risks of smoking tobacco and second-hand smoke. The help available for people to remain smoke free or stop smoking Medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use.	<b>Mental health and emotional wellbeing: Strengths and challenges</b> Celebrating achievements and setting personal goals Dealing with put-downs Positive ways to deal with set-backs	<b>Careers, financial capability and economic wellbeing:</b> <b>Saving, spending and budgeting</b> • What influences people's choices about spending and saving money People can keep track of their money The world of work
	Autumn 2	<b>Keeping safe and managing risk: Bullying – see it, say it, stop it</b> Recognise bullying and how it can make people feel Different types of bullying and how to respond to incidents of bullying What to do if they witness bullying	<b>Identity, society and equality: Celebrating difference</b> Valuing the similarities and differences between themselves and others What is meant by community Belonging to groups	<b>Physical health and wellbeing: What helps me choose?</b> Making healthy choices about food and drinks How branding can affect what foods people choose to buy Keeping active and some of the challenges of this
	PE	<b>Invasion games</b> <b>Dance</b>	<b>Games</b> <b>Gymnastics</b>	<b>Athletics</b> <b>Tennis/Rounders</b>
	History	Tudors A study of an aspect or theme in British history that extends pupils' chronological	Great Fire of London Events beyond living memory that are significant nationally or globally	Indus Valley The achievements of the earliest civilizations – an overview of where and when the



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		knowledge beyond 1066		first civilizations appeared
	<b>Geography</b>	<b>Volcanoes</b> Describe and understand key aspects of physical geography	<b>Weather &amp; Climate Change</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<b>Compare UK to Indus Valley</b> Revision of all human & physical geography
	<b>Science</b>	<b>Rocks</b> Compare and group together different kinds of rocks Describe in simple terms how fossils are formed Recognise that soils are made from rocks and organic matter.	<b>Uses of Everyday Materials: States of Matter</b> Distinguish between an object and the material from which it is made Identify and name everyday materials, Describe physical properties of materials Compare and group together everyday materials Find out how the shapes of solid objects made from some materials can be changed. Identify and compare the uses of everyday materials Compare how things move on different surfaces Observe that some materials change state when they are heated or cooled Identify the part played by evaporation and condensation	<b>Plants/Living Things &amp; their Habitats</b> Identify and describe the functions of different parts of flowering plants. Explore the requirements of plants for life and growth. Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants. Identify and name a variety of living things in the local and wider environment. Recognise that environments can change
	<b>DT</b>	<b>Royal Banquet</b> Take inspiration from design throughout history Design, make, evaluate and improve Master practical skills: Food	<b>Rebuilding London</b> Take inspiration from design throughout history Design, make, evaluate and improve Master practical skills: Materials and Construction	<b>Materials</b> Take inspiration from design throughout history Design, make, evaluate and improve Master practical skills: Materials
	<b>ART</b>	<b>Royal Portraits – Hans Holbein</b> Develop ideas. Master techniques: Painting Take inspiration from the greats	<b>Colours of Fire</b> Develop ideas. Master techniques: Collage Take inspiration from the greats	<b>Indus Seals</b> Develop ideas. Master techniques: Sculpture, painting and print Take inspiration from the greats
	<b>Eng</b>	<b>Text/Genre focuses to link with topics:</b> The curious incident of the dog in the night-time The pebble in my pocket <b>Focus author: Shakespeare</b> (A Midsummer Night's Dream or Romeo & Juliet)	<b>Text/Genre focuses to link with topics:</b> The rhythm of the rain Samuel Pepys' Diary <b>Focus:</b> Confused Fairy Tales	<b>Text/Genre focuses to link with topics:</b> Non-fiction: Indus Valley 5 Children & It Alice in Wonderland Peter Pan
	<b>Curriculum enrichment</b>	Stratford trip Child-adaptations of Shakespeare Art gallery Visit from geologist	Eggs-periment Class Expedition	Summer Walk Peter Pan performance