Year 2/3 Curriculum Map 2022-2023

	Autumn 1	Autumn 2 *Pantomime*	Spring 1 *Egyptian visitor*	Spring 2	Summer 1 *Sea life adventure*	Summer 2
Theme	Mighty mountains	Fire! Fire!	Land of the Pharaohs		Our Blue planet	Whatever the weather
Book/ Film links	The Boy who climbed a mountain Running on the roof of the world	Paddington bear The great Fire of London: 350th Anniversary of the Great fire of 1666 Vlad and the great fire of London Toby and the Great fire of London The Great fire of London unclassified	The Prince of Egypt The plot on the pyramid Egyptian Cinderella- The Red Slippers Secrets of a sun king		Where the forest meets the sea The big book of blue Tropical Terry David Attenborough- Blue planet	Narnia Cloudy with a chance of meatballs
Science (PZAZ)	Rocks	Light	Animals including humans		Forces	Plants (seasonal changes)
Computing (iLearn2) E-safety *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.* 1. What are the dangers of sharing photos online? 2. People online are not always who they say they are. 3. Trusting information online. 4. Using the Internet responsibly. 5. Being respectful.	Recognise uses of IT *Recognise common uses of information technology beyond school.* 1. Understand what makes a computer a computer. 2. Understand computers store and follow instructions. 3. Spot digital technology in school. 4. Understand how different technology helps us. Digital art *Use technology purposefully to create, organise, store, manipulate and retrieve digital content.* 1. Use lines and fill tools to make interesting patterns. 2. Add a variety of shapes (outlines and fill) and label them with text.	Introduction to animation *Use technology purposefully to create, organise, store, manipulate and retrieve digital content.* 1. Add a background and objects to a frame, including text. 2. Copy/clone a frame and move objects to create an animation. Plus flip an object. 3. Create screen-recording animation (optional, requires iPad). 4. Create stop-motion animation with photos (optional, requires iPad). Typing	Introduce data handling *Use technology purposefully to create, organise, store, manipulate and retrieve digital content.* – Understand what data is and collect it as a tally. – Use software to label a pictogram and add data to each column. – Edit a table with correct titles and numbers. – Use software to create a bar chart/pie chart/line chart suitable for the data. – Interpret a pictogram/bar chart/line chart. E book creation *Use technology purposefully to create, organise, store, manipulate and retrieve digital content.*	Develop programming *Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs.* *Use logical reasoning to predict the behaviour of simple programs.* 1. Create and debug simple programs by selecting code blocks, placing them in the correct sequence and executing a program. 2. Use logical reasoning to predict the behaviour of simple programs. 3. Simplify a program by using a loop.	Programming with scratch jr *Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs.* *Use logical reasoning to predict the behaviour of simple programs.* 1. Program movements. 2. Program outputs for audio or text. 3. Find errors in a program. 4. Program inputs. 5. Program selection/conditions (if one sprite hits another).	Internet research 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. 1. Understand how a web-page displays information in different ways; text, images, videos and interactive elements. 2. Use a web-page to answer questions.

	3. Re-create graphics using pixels with different colours.		1. Add a book cover with title, author, colour and image. 2. Add multiple pages based on a theme. 3. Add text on different pages. 4. Add images on different pages to match the theme/text. 5. Add voice recordings to match the text and theme.		
History • **Use evidence to ask questions and find answers to questions about the past** • **Ask questions such as: What was it like for people? What happened? How long ago?** • **Suggest causes and consequences of some of the main events and changes in history.**	Changes over time Mountaineers *Lives of significant individuals in the past* *Changes within living memory-* • Describe significant people from the past • Use dates and terms to describe events.	**Main focus:** Great fire of London Tudors *Events beyond living memory that are significant nationally or globally-* • Describe historical events. • Use dates and terms to describe events. • Understand the concept of change over time, representing this, along with evidence, on a time line.	**Main focus:** The Ancient Egyptians *The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China-* • Place events, artefacts and historical figures on a time line using dates. • Describe significant people from the past. • Describe the social, ethnic, cultural or religious diversity of past society. • Recognise that there are reasons why people in the past acted as they did. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Compare some of the times studied with those of other areas of interest around the world.		
Geography Describe key aspects or: • Physical geography, including rivers, mountains, volcanoes and earthquakes and the water cycle.	**Main Focus:** Human and physical geography Compare local location to a non-European country • Ask and answer geographical questions about the physical and human characteristics of a location	Capital city- landmarks • Explain own views about locations, giving reasons	Map work- grid references, compass points • Devise a simple map; and use and construct basic symbols in a key. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. • Use aerial images and plan perspectives to recognise landmarks and basic physical features	**Main Focus:** David Attenborough Oceans, sea, rivers… Water cycle Plastic pollution	**Main Focus:** The British Isles – weather/ locational knowledge Climate change • Use a range of resources to identify the key

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• Human geography, including settlements and land use	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctic Circle and date and time zones. Describe some of these geographical areas.				• Describe geographical similarities and differences between countries.	physical and human features of a location. • Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land use patterns; and understand how some of these aspects have changed over time.	

R.E.	Creation	Islam	Incarnation	Islam and Christianity	Salvation	Islam and Christianity	Gospel	Hinduism

| Art

• Respond to ideas and starting points
• Explore ideas and collect visual information
• Explore different methods and materials as ideas develop | | Collage – Great Fire of London

• Use a combination of materials that are cut, torn and glued
• Sort and arrange materials for effect
• Mix materials to create texture
• Use overlapping | | Textiles – Egyptian mats

• Use dip-dye techniques
• Use weaving to create a pattern
• Create weavings | Painting
Seascapes Hokusai

• Create a colour wheel
• Describe the work of notable artists, artisans and designers
• Use some of the ideas of artists studied to create pieces
• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines
• Mix colours effectively
• Use watercolour paint to produce washes for backgrounds then add detail
• Experiment with creating mood with colour | |

| Design/ Technology | Where does our food come from?- Harvest | Sculpture- London Bridge | Sculpture- making a pyramid

*Art & Design **Sculpture** objectives:*
• Use a combination of shapes | | Design and prepare a healthy meal | |

	• Understand where our food comes from. • Question if all food comes from plants or animals; • Explore how food has to be grown, reared or caught; • Explore how food is produced and processed in different ways.	*Art & Design Sculpture objectives:* • Use a combination of shapes • Include lines and texture • Use rolled up paper, straws, paper, card and clay as materials • Use techniques such as rolling, cutting, moulding and carving *Design and technology objectives:* • Identify the great designers to generate ideas for design • Improve on existing designs giving reasons for choices • Disassemble products to understand how they work • Design with purpose by identifying opportunities to design • Make products by working effectively (such as carefully selecting materials) • Fine work and techniques as work progresses, continually evaluating the product design • Use software to design and represent product designs.	• Include lines and texture • Use rolled up paper, straws, paper, card and clay as materials • Use techniques such as rolling, cutting, moulding and carving *Design and technology objectives:* • Identify the great designers to generate ideas for design • Improve on existing designs giving reasons for choices • Disassemble products to understand how they work • Design with purpose by identifying opportunities to design • Cut material accurately and safely by selecting appropriate tools. • Measure and mark out to the millimetre • Apply appropriate cutting ad shaping techniques that include cuts within the perimeter (such as slots or cut outs) • Select appropriate joining techniques. • Evaluate design.		• Prepare ingredients hygienically using appropriate utensils • Measure ingredients to the nearest gram accurately • Follow a recipe • Assemble or cook ingredients (controlling the temperate of the oven or hob, if cooking).	
P.E.	Fitness Ball skills	Ball skills Dance	Gymnastics Ball games	Ball games Net games	Athletics Striking and fielding	Striking and fielding Athletics
Music (Charanga)	Charanga, music appreciation in Assembly					
PSHE						RSE

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