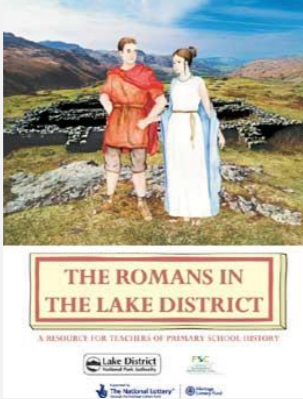
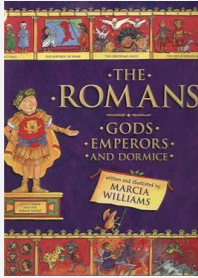
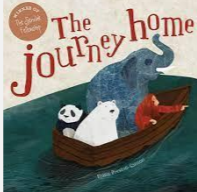
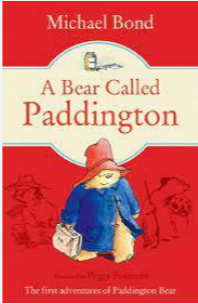
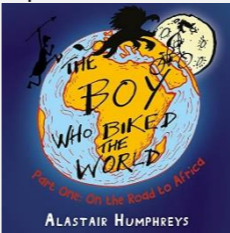
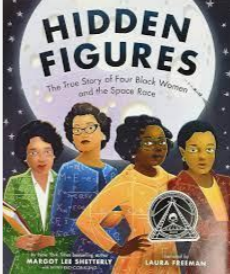
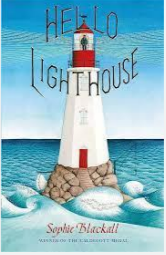
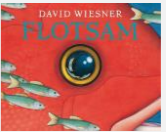
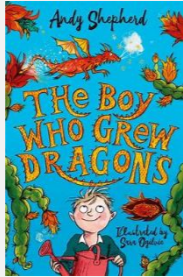


Long Term Curriculum Map

2023-2024 Year 2/3

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/theme of study:	<p>Fantastic Firsts KS1: Events beyond living memory that are significant nationally or globally. Compare aspects of life in different periods. KS2: The Roman Empire and its impact on Britain. A local History study – Hadrians wall, Vindolander, Carlisle.</p> <p><u>The Romans in The Lake District</u></p> 	<p>Hot/ Cold Climates KS1: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. 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. Use basic Geographical vocabulary to refer to Human and Physical features. Use simple compass directions and locational/ directional language. KS2: Use key vocabulary to describe and identify human and physical features. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>British Empire KS1: Changes within living memory. Significant individuals – Queen Victoria and Prince Albert. KS2 : A study of an aspect or theme in British history beyond 1066. A significant turning point in British history.</p> <p><u>British Clothing 1066-Present Day- Hamilton Trust</u></p>	<p>Non-European Country Study KS1: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use basic Geographical vocabulary to refer to Human and Physical features. Use simple compass directions and locational/ directional language. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Name and locate the world's seven continents and five oceans. KS2: Use key vocabulary to describe and identify human and physical features. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Communication then and now KS1: The lives of significant individuals who have contributed to national and international achievements. Comparing time periods. KS2: A study of an aspect or theme of British history beyond 1066. A significant turning point in history</p> <p><u>Keeping in touch - Hamilton Trust</u></p>	<p>Beside the Sea KS1: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use basic Geographical vocabulary to refer to Human and Physical features. Use simple compass directions and locational/ directional language. KS2: Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Use key vocabulary to describe and identify human and physical features. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
Key Texts	 <p>Roman Myths and Legends Marcia Williams (Hamilton Trust)</p>	<p>The Journey Home (Picture book) Fran Preston- Gannon (3 weeks) https://literacytree.com/planning-sequences/the-journey-home-by-frann-preston-gannon-a-literary-curriculum-planning-sequence/</p> 	<p>VIPERS- A bear called Paddington</p> 	<p>The boy who biked the world – on the road to Africa Alastair Humphreys Part 1 Explanation Text</p> 	<p>Hidden Figures by Margot Lee Shetterly</p> 	<p>HELLO LIGHTHOUSE SOPHIE BLACKKALL</p>  <p>FLOTSAM DAVID WIESNER</p> 
English	<p>VIPERS – The boy who grew dragons</p> 	<p>VIPERS- The boy who grew dragons</p>		<p>Part 2 – Riding the Americas to Alaska</p>	<p>Overcoming gender and racial barriers</p>	

				VIPERS- A bear called Paddington		
Maths White Rose Maths Year 2	Place value Addition and subtraction Shape		Money Multiplication and division Length and height Mass, capacity and temperature		Fractions Time Statistics Position and direction	
White Rose Maths Year 3	Place Value Addition and subtraction Multiplication and division (A)		Multiplication and division (B) Length and perimeter Fractions (A) Mass and Capacity 0		Fractions (B) Money Time Shape Statistics	
Science	<p><u>Keeping Fit and Healthy</u></p> <p>KS1 Los</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>LKS2 Los</p> <p>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</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions.</p>	<p><u>Electricity</u></p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit identifying and naming the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p><u>Properties of Materials</u></p> <p>KS1 Los</p> <p>distinguish between an object and the material from which it is made</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties (not attracted to magnet done in forces topic or transparency done in light topic or flexibility done in cycle B changing materials)</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>(not attracted to magnet or not done in forces topic or transparency done in light topic flexibility done in cycle B changing materials)</p> <p>identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>identify and name a variety of everyday materials, including</p>	<p>National Science Week 8 – 17th March</p> <p>30th Anniversary</p> <p>The theme is ‘Time’</p> <p><u>Forces</u></p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects but magnetic forces act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><u>Plants</u></p> <p>KS1 Los</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>observe changes across the four seasons</p> <p>(observe how the plants change in the local area throughout the year)</p> <p>KS2 Los</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk leaves and flowers</p>	<p>Consolidation and opportunities for further scientific enquiry and embedding real life contexts.</p> <p>Will need to continue with Plants PoS due to coverage of both KS1 and KS2 objectives</p>

			<p>wood, plastic, glass, metal, water, and rock</p> <p>KS2 Los</p> <p>compare and group together different kinds of rocks on the basis of their simple physical properties</p> <p>recognise that soils are made from rocks and organic matter</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p>		<p>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</p> <p>investigate the way in which water is transported within plants</p> <p>explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	
Geography	<p>Autumn 2 Hot/ Cold Climates</p> <p>KS1: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. 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. Use basic Geographical vocabulary to refer to Human and Physical features. Use simple compass directions and locational/ directional language.</p> <p>KS2: Use key vocabulary to describe and identify human and physical features. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>		<p>Spring 2 Non-European Country Study</p> <p>KS1: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use basic Geographical vocabulary to refer to Human and Physical features. Use simple compass directions and locational/ directional language. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Name and locate the world's seven continents and five oceans.</p> <p>KS2: Use key vocabulary to describe and identify human and physical features. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>Summer 2 Beside the Sea</p> <p>KS1: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use basic Geographical vocabulary to refer to Human and Physical features. Use simple compass directions and locational/ directional language.</p> <p>KS2: Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Use key vocabulary to describe and identify human and physical features. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	
History	<p>Autumn 1 Fantastic Firsts</p> <p>KS1: Events beyond living memory that are significant nationally or globally. Compare aspects of life in different periods.</p> <p>KS2: The Roman Empire and its impact on Britain. A local History study – Hadrians wall, Vindolander, Carlisle.</p> <p>How did the Romans change Britain? - BBC Bitesize</p>		<p>Spring 1 British Empire</p> <p>KS1: Changes within living memory. Significant individuals – Queen Victoria and Prince Albert.</p> <p>KS2 : A study of an aspect or theme in British history beyond 1066. A significant turning point in British history.</p> <p><u>British Clothing 1066-Present Day- Hamilton Trust</u></p>		<p>Summer 1 Communication then and now</p> <p>KS1: The lives of significant individuals who have contributed to national and international achievements. Comparing time periods.</p> <p>KS2: A study of an aspect or theme of British history beyond 1066. A significant turning point in history</p> <p><u>Keeping in touch - Hamilton Trust</u></p>	
Computing Art & Design	<p>Whole School Project – Trees Local Artist- Shona Branigan</p>		<p>3D Media British Empire Sheela Gowda (Indian) – Unlikely materials to create sculptures and installations. Inspiration- Anthony Gormley</p>	<p>Australian Aboriginal Art</p>		
Design & Technology						

Music Cumbria Charanga scheme PSHE You, Me, PSHE @Islington	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga
	Physical health and wellbeing What keeps me healthy? Physical health and wellbeing What helps me choose?	Keeping safe and managing risk Indoors and outdoors Keeping safe and managing risk Bullying – see it, say it, stop it	Mental health and emotional wellbeing Friendship Mental health and emotional wellbeing Strengths and challenges	Drug, alcohol and tobacco education Medicines and me Drug, alcohol and tobacco education Tobacco is a drug Relationships and health education Boys and girls, families	Kidsafe Full Programme	Kidsafe Full Programme
RE Combined Questful and Carlisle Dioceses Units PE	3.5 Which rules should we follow? Inc. World Faith Link Buddhism- eightfold path Five Pillars of Islam	4.2 Christmas. Exploring the symbolism of light. Inc. Judaism (Hanukkah)	3.3 Jesus the man who changed lives	4.4 Exploring Easter as a story of betrayal and trust.	4.5 Are all churches the same? (5 + 7 hours) Inc. World Faith Link- places of worship Islam, Buddhism, Christianity/ Home shrines	S7 Change the world (4 hours 2+2)
	Dodging and Invasion game skills (Nick)	Gymnastics Dodgeball	Netball Tag Rugby	Gymnastics Tennis	Swimming Cricket	Swimming Athletics
MFL French	Fruits (E)	Fruits (E)	Vegetables (E)	Vegetables (E)	Musical Instruments (E)	Ancient Britain (E)

CYCLE B	Possible visits	Possible visitors	Topic hook
Autumn 1 <i>Ancient Egypt</i>	Tullie House 2 hour workshop £60 and £1.50 per child/ £60 for members		<i>Blacked out area for Tutankhamun's Tomb Artefacts as they crawl through the tomb tunnel</i> <i>Range of topic books</i>
Autumn 2 <i>From the Eden to the Nile</i>	<i>Rockcliffe Marsh – River Eden</i>	Eden Rivers Trust	
Spring 1 <i>Anglo Saxons and Border Reivers</i>	Tullie House 2 hour workshop £60 and £1.50 per child / £60 for members		
Spring 2 <i>Passport to Europe</i>			
Summer 1 <i>Tudors</i>			
Summer 2 <i>Land Use</i>			