

## High Ham Primary School Spring Term Curriculum Plan: Elm Class (Year 2/3) 2023/24

Year 3/4	Spring 1	Key Focus/Outcomes	Spring 2	Key Focus/Outcomes
English	<p><b>The Bear under the stairs</b> Helen Cooper Narrative</p> <p><b>The Owl and the Pussycat</b> Edward Lear Rhyme poetry</p>	<ul style="list-style-type: none"> <li>Increase the legibility, consistency and quality of handwriting</li> <li>Make predictions and descriptions based on a story.</li> <li>Increase the legibility, consistency and quality of handwriting</li> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>Make predictions and descriptions based on a story.</li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<p><b>The Journey home</b> Frann Preston-Gannom</p> <p><b>The Water protectors</b> Carole Lindstrom Narrative</p>	<ul style="list-style-type: none"> <li>In narratives, creating settings, characters and plot.</li> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>Organising paragraphs around a theme.</li> <li>In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (eg, a rock, an open box).</li> <li></li> </ul>
Maths	<p><b>Year 2: Measurement-money</b></p> <p><b>Year 2: Number-Multiplication and Division</b></p>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Count money-pounds (notes and coins)</li> <li>Choose notes and coins</li> <li>Make the same amount</li> <li>Compare amounts of money</li> <li>Calculate with money</li> <li>Make a pound</li> <li>Two-step problems</li> <li>Recognise equal groups</li> <li>Add equal groups</li> <li>Introduce the multiplication symbol</li> <li>Multiplication sentences</li> <li>Use arrays</li> <li>Make equal groups-sharing</li> <li>The 2-times tables</li> <li>Divide by 2</li> </ul>	<p><b>Year 2: Measurement-length and heights</b></p> <p><b>Year 2: Measurement-Mass, capacity and temperature</b></p>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Measure in centimetres</li> <li>Measure in metres</li> <li>Compare lengths and heights</li> <li>Four operations with lengths and heights</li> <li></li> <li>Compare mass</li> <li>Measure in grams</li> <li>Measure in kilograms</li> <li>Four operations with mass</li> <li>Compare volume and capacity</li> <li>Measure in millilitres</li> <li>Measure in litres</li> <li>Four operations with volume and capacity</li> <li>Temperature</li> </ul>



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	<b>Year 3: Light</b>	<ul style="list-style-type: none"> <li>Investigate the properties of different materials.</li> <li>Which material will protect Humpty Dumpty?</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Recognise that there needs to be light in order to see things and that darkness is the absence of light.</li> <li>Notice that light is reflected from surfaces.</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect your eyes and skin from the sun.</li> <li>Recognise that shadows are formed when light from a light source is blocked by an opaque object.</li> </ul>	<b>Year 3: Forces</b>	<ul style="list-style-type: none"> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>Observe closely and use observations to answer questions</li> <li>Identify that most living things live in a habitat to which they are suited.</li> <li>Construct a simple food chain.</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Compare how different things move.</li> <li>Plan and conduct a fair test to compare how objects move on different surfaces</li> <li>Explore how magnetic forces act at a distance</li> <li>Compare and group various everyday materials based on whether they are attracted to a magnet.</li> <li>Predict whether two magnets will attract or repel each other.</li> <li>Record findings using simple scientific vocabulary.</li> <li>Use my results to draw simple conclusions.</li> </ul>
<b>Geography</b>	<b>Where does our food come from?</b>	<ul style="list-style-type: none"> <li>How can our food choices impact the environment?</li> <li>What does it mean to trade responsibly?</li> <li>How do we get our chocolate?</li> <li>Where does our food come from?</li> <li>Are our school dinners locally sourced?</li> <li>Is it better to buy local or imported food?</li> </ul>		
<b>History</b>			<b>How have children's lives changed?</b>	<ul style="list-style-type: none"> <li>What do sources tell us about how children's lives have changed?</li> <li>Why did Tudor children work and what was it like?</li> <li>What jobs did children have in Victorian England and what were they like?</li> <li>How did Lord Shaftesbury help to change the lives of children?</li> </ul>

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				<ul style="list-style-type: none"> <li>• How and why has children's leisure time changed?</li> <li>• What were the diseases children caught and how were they treated?</li> </ul>
Music	Musical me	<ul style="list-style-type: none"> <li>• Once a man fell in a well</li> <li>• Dynamics and timbre</li> <li>• Melody</li> <li>• My own melody</li> <li>• Group composition</li> </ul>	Dynamics, timbre, tempo and motifs (space)	<ul style="list-style-type: none"> <li>• Space soundtrack</li> <li>• Listening to space</li> <li>• Comparing planets</li> <li>• Planet motif</li> <li>• Journey to space</li> </ul>
DT			Cooking and Nutrition: A balanced diet	<ul style="list-style-type: none"> <li>• Food groups</li> <li>• Balanced meals</li> <li>• Preparing ingredients</li> <li>• Taste testing ingredients</li> <li>• Planning recipes</li> <li>• Creating and evaluating wraps.</li> </ul>
MFL (French)	French playground games	<ul style="list-style-type: none"> <li>• Let's count in French</li> <li>• Let's count higher in French</li> <li>• How old are you in French?</li> <li>• Reading French numbers</li> <li>• Outdoor games in France</li> </ul>	In a French classroom	<ul style="list-style-type: none"> <li>• Follow the French teacher</li> <li>• Pencils and things in the French classroom</li> <li>• To have or have not in the French classroom</li> <li>• School bag French detectives</li> <li>• In my French bag</li> </ul>
Art	Drawing: Growing Artists	<ul style="list-style-type: none"> <li>• See like an artist</li> <li>• Shading</li> <li>• Texture pictures</li> <li>• Botanical drawing</li> <li>• Abstract flowers</li> </ul>		
PE	Dance  Target games	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, and apply basic principles suitable for attacking and defending</li> </ul>	Fitness  Invasion	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, and apply basic principles suitable for attacking and defending</li> </ul>
RE	What do Christian people believe about salvation?	<ul style="list-style-type: none"> <li>• Exploring the bible and its books.</li> <li>• Exploring and reading different bible stories including 'The lost sheep'</li> </ul>	What do Christian people believe about salvation?	

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		<ul style="list-style-type: none"> <li>Exploring the Easter story and the importance of Good Friday and the events that led up to Good Friday and Easter</li> </ul>		
PSHE & RSHE	Safety and the Changing body	<ul style="list-style-type: none"> <li>Communicating online</li> <li>Secrets and surprises</li> <li>Appropriate contact: My private parts</li> <li>Appropriate contact: My private parts are private</li> <li>Respecting personal boundaries</li> <li>Road safety</li> <li>Crossing roads safely</li> <li>Staying safe with medicine</li> </ul>	Citizenship	<ul style="list-style-type: none"> <li>Rules beyond school</li> <li>Our school environment</li> <li>Our local environment</li> <li>Job roles in our local community</li> <li>Similar yet different</li> <li>School council</li> <li>Giving my opinion</li> </ul>
	No Outsiders	How to be a Lion Ed Vere To have self-confidence	No Outsiders	How to be a Lion Ed Vere To have self-confidence
Computing	Programming A: Robot algorithms	<ul style="list-style-type: none"> <li>To follow and give clear instructions.</li> <li>To use an algorithm to programme a sequence for a floor robot</li> <li>To make predictions and follow a sequence.</li> <li>To plan and design a route map.</li> <li>To find and fix errors in programmes and algorithms that i have created.</li> </ul>	Data and information Pictograms	<ul style="list-style-type: none"> <li>To organise data into tally charts and pictograms.</li> <li>Learn how to enter data onto a computer.</li> <li>To represent data in different ways on computers.</li> <li>To understand what data can be shared and how.</li> </ul>
	Online Safety	<ul style="list-style-type: none"> <li></li> </ul>	Online Safety	<ul style="list-style-type: none"> <li></li> </ul>