



WPS Year 2 Year 3 medium term planning 2022 - 2023

Autumn 1

SELF BELIEVE							
Key questions: Year 2	How am I making history? Who made the world? What is a computer?			Key questions: Year 3	Would you prefer to live in the stone age or the bronze age? What do Christians learn from the creation story? What is a network?		
Core texts:				UN sustainable goal:	6, 11, 15 Inspiring young leader Inspiring researcher		
Inspiring changemaker challenge	Inspiring Researcher Skill-builder Speaker **Homework project to build a 3D model of a volcano. Labelled and info**			Enrichment opportunities/ SMSC	Harvest Bonfire Night Remembrance Children in Need Nativity Performance Author Visit Uffculme PE Outreach Olympic Athlete visit Taunton Museum Trip Dog Trust workshop (Nov)		
CHARACTER VIRTUES	Reflection	Reflection	Reflection	Gratitude Inspiring volunteer Inspiring fundraiser	Gratitude Inspiring volunteer Inspiring fundraiser	Gratitude Inspiring volunteer Inspiring fundraiser	Gratitude Inspiring volunteer Inspiring fundraiser
English Hamilton	Fiction Stories in familiar settings Essential books:	Fiction Stories in familiar settings Essential books: The Huge Bag of Worries by A Browne	Fiction Stories in familiar settings Essential books: The Huge Bag of Worries by A Browne	Non-Fiction Information Texts Essential books: Think of an eel by K Wallace and M Bostock	Non-Fiction Information Texts Essential books: Think of an eel by K Wallace and M Bostock	Non-Fiction Information Texts Essential books: Think of an eel by K Wallace and M Bostock	Poetry A study of a poet - Zephaniah Essential books: Funky Chickens by B Zephaniah

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	The Huge Bag of Worries by A Browne Once Upon an Ordinary School Day by C McNaughton The Huge Bag of Worries by V Ironside	Once Upon an Ordinary School Day by C McNaughton The Huge Bag of Worries by V Ironside	Once Upon an Ordinary School Day by C McNaughton The Huge Bag of Worries by V Ironside	Let's Learn About Eels by B Sartori Fantastic Facts about Electric Eels by M Merchant	Let's Learn About Eels by B Sartori Fantastic Facts about Electric Eels by M Merchant	Let's Learn About Eels by B Sartori Fantastic Facts about Electric Eels by M Merchant	
Decision Spelling Year 2	Meta language and word quizzes	Personal spelling list and coaching	Personal spelling list and coaching	Long A Phoneme	Long E phoneme	Homophones	Consolidation or teach a spelling rule we think they need a recap on from year 1. We can also extend homophones.
Spelling frame Year 2	spelling rule 32	spelling rule 33	spelling rule 34	spelling rule 9	spelling rule 19	Spelling rule 29	personal spellings
Decision Spelling Year 3	Meta language and word quizzes	Personal spelling list and coaching	Personal spelling list and coaching	/shun/	/shun/	developing personal spelling lists	Consolidation - recap on year 2 CEW Revisit meta language
Spelling frame Year 3	Spelling rule 25	spelling rule 26	spelling rule 27	spelling rule 13	spelling rule 14	spelling rule 7	Own word list
Guided Reading FFT	Consolidation & expectations	Shared reader – The Tale of Chicken Little	Shared reader – The Tale of Chicken Little	Shared reader – Extreme World Year 2	Shared reader – Extreme World	Shared reader – Animal Poems Year 2	Shared reader – Animal Poems

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<p>See weekly planning for unit outcomes.</p>		<p>Year 2 • To become increasingly familiar with and to retell a wider range of fairy stories and traditional tales • To recognise simple recurring literary language in stories • To discuss the sequence of events in books and how items of information are related • Read and listen to the story and make links to books they have read</p> <p>Shared reader – The Tale of Chicken Little</p>	<p>Shared reader – The Tale of Chicken Little</p>	<p>To listen, discuss and express views about non-fiction text • To be introduced to non-fiction books that are structured in different ways • To discuss and clarify the meanings of words, linking new meanings to known vocabulary • To explore syllable boundaries and read each syllable separately before they combine them to read the word • To explain and discuss their understanding of the book</p> <p>Non Fiction Focus- stone age/ Bronze age/ iron age</p>	<p>Non-Fiction Focus - stone age/ Bronze age/ iron age</p>	<p>To listen, discuss and express views about a range of contemporary poetry • To recognise simple recurring literary language in poetry • To discuss their favourite words and phrases • To build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Shared reader-poetry</p>	<p>Shared Reader-poetry</p>
<p>MATHS White Rose</p>	<p>Inspirational maths (3 days)</p>	<p>Place Value (3 Weeks)</p> <p>End of unit outcomes: (Y2)</p> <ul style="list-style-type: none"> • Read and write numbers to 100 in numerals and words. • Recognise the place value of each digit in a 2 digit number. 			<p>Addition and subtractions (3 Weeks)</p> <p>End of unit outcomes (continues into Spring 1)</p> <ul style="list-style-type: none"> • count money- notes and coins • select money • add and subtract 1s • 10 more/ 10 less • add and subtract 10s 		

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		<ul style="list-style-type: none"> Compare and order numbers from 0 up to 100, use <, > and = signs. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. <p>End of unit outcomes (Y3)</p> <ul style="list-style-type: none"> Represent numbers to 1000 100s/10s/1s number line to 1000 compare objects to 1000 compare numbers to 1000 order numbers find 1, 10, 100 more or less than a given number 			<ul style="list-style-type: none"> add a 2 digit and 1-digit number crossing 10 and two 2-digit numbers - not crossing 10 add three 1 digit numbers find the total of money <p>End of unit outcomes (Continued into Aut 2)</p> <ul style="list-style-type: none"> pounds and pence & convert pounds to pence Add and subtract numbers mentally, including: <ul style="list-style-type: none"> a 3-digit number and ones a 3-digit number and tens a 3-digit number and hundreds Add 1st that cross 10/ add 10s that cross 100 subtract 1s across a 10 subtract 10s across a 100 add two numbers across a 10 & 100 subtract two numbers across 10 & 100 add and subtract 2 digit and 3 digit numbers estimate answers use inverse operations add money 		
KG Geography Kapow	n/a	n/a	n/a	n/a	n/a	n/a	n/a
KG HISTORY Kapow Year 3 & 4 to be taught on Tuesday PM	<u>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</u> <u>Pupils who are secure will be able to:</u> Understand that prehistory was a long time ago. Accurately place AD	<u>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</u> <u>Y3/4: Lesson 1: How long ago did prehistoric man live?</u> <u>LO: To recognise that prehistory was a long time ago and was the beginning of the history of</u>	<u>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</u> <u>Lesson 2: What does Skara Brae tell us about life in the Stone Age?</u> <u>LO: To use archaeological evidence to learn about prehistoric</u>	<u>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</u> <u>Lesson 3: Who was the Amesbury Archer?</u> <u>LO: To use archaeological evidence to investigate the Bronze Age and</u>	<u>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</u> <u>Lesson 4: How did bronze change life in the Stone Age?</u> <u>LO: To explain how bronze transformed prehistoric life.</u>	<u>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</u> <u>Lesson 5: How did trade change the Iron Age?</u> <u>LO: To understand the importance of trade during the Iron Age.</u>	<u>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</u> <u>Lesson 6: What changed between the Stone Age and the Iron Age?</u> <u>LO: To compare settlements in the Neolithic and Iron Age.</u>

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	<p>and BC on a timeline. Identify conclusions that are certainties and possibilities based on archaeological evidence. Explain the limitations of archaeological evidence. Use artefacts to make deductions about the Amesbury Archer's life. Identify gaps in their knowledge of the Bronze Age. Explain how bronze was better than stone and how it transformed farming. Explain how trade increased during the Iron Age and why coins were needed. Identify changes and continuities between the Neolithic and Iron Age periods. Explain which period they would prefer to have lived in, providing evidence for their choice.</p>	<u>mankind.</u>	<u>houses.</u>	<u>explain the limitations of this evidence.</u>			
<p>JA DT Kapow</p>	<p>Cooking and nutrition. Fruit and vegetables.</p> <p>Pre unit assessment.</p> <p>Design a balanced meal.</p>	<p>Cooking and nutrition. Fruit and vegetables.</p> <p><u>Lesson 1: Hidden sugars in drinks</u></p> <p>LO: Name the main food groups and to identify foods that</p>	<p>Cooking and nutrition. Fruit and vegetables.</p> <p><u>Lesson 2: Taste testing combinations</u></p> <p>LO: To understand what makes a balanced diet &</p>	<p>Cooking and nutrition. Fruit and vegetables.</p> <p><u>Lesson 3: Designing and making a wrap</u></p> <p>(SPLIT)</p> <p>Design</p>	<p>Cooking and nutrition. Fruit and vegetables.</p> <p><u>Lesson 3: Designing and making a wrap</u></p> <p>(SPLIT)</p> <p>Make</p>	<p>Cooking and nutrition. Fruit and vegetables.</p> <p><u>Lesson 4: Making and evaluating</u></p> <p>Year 3 : explore food miles/ impact on environment/ seasonal/ imported/</p>	<p>End of unit assessment</p> <p>Re- design a balanced meal. <u>Lesson 4: Making and evaluating</u></p> <p>Evaluate</p> <p>LO: describe the</p>

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Kapow	<p>motifs.</p> <p>Quiz</p> <p>Lesson 1: Space soundtrack To create a simple soundscape for effect</p> <p>Lesson 1: space soundtrack</p> <p>LO: To create a simple soundscape for effect. Experiment with, create, select and combine sounds.</p>	<p>Lesson 2: Listening to space To listen for and recognise some basic elements of music</p> <p>Lesson 2 : Listening to space</p> <p>LO: To listen for and recognise some basic elements of music.</p> <p>LO: Describe the timbre, dynamic, and textual details in a piece of music, both verbally and through movement.</p>	<p>Lesson 3: Comparing planets To compare two pieces of music</p> <p>Lesson 3: Comparing planets</p> <p>LO: Listen with concentration and compare 2 pieces of music.</p> <p>LO: recognise the changes within a piece of music and discuss using musical vocabulary.</p>	<p>Lesson 4: Planet motif To be able to create short sequences of sound</p> <p>Lesson 4: Planet motif</p> <p>LO: create short sequences of sound. Play tuned and un tuned instruments musically.</p> <p>LO: combine melodies and rhythms to compose a multi-layered composition in a given style.</p>	<p>Lesson 5: Journey to space To be able to create short sequences of sound and perform with accuracy</p> <p>Lesson 5: Journey to space</p> <p>LO: create short sequences of sound. Use letter name and graphic notation to represent the details of a composition.</p> <p>LO: perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p>	<p>Perform to EYFS & Year 1</p> <p>LO: begin to suggest improvements to our own work. perform expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>LO: singing and playing in time with peers, with some degree of accuracy and awareness of your part in a group performance.</p>	<p>Catch up lesson, time to plan a lesson to cover any skills which need more time.</p> <p>singing focus.</p> <p>Pupils who are secure will be able to:</p> <p>Use their voice to create a variety of sounds. Use dynamics to create an atmosphere. Correctly identify some instruments and changes in dynamics in a piece. Explain how the same instrument can have many different sounds. Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre. Successfully create and play a motif. Notate and write down their motif in some form.</p>
<p>KG</p> <p>SCIENCE</p> <p>To be taught on a Tuesday (3/4)</p>	<p>Magnetic fun and games</p> <p>1. All on the surface</p> <p>LO: building our knowledge of</p>	<p>Magnetic fun and games</p> <p>2. Forces to be reckoned with!</p> <p>LO: investigate how weight can</p>	<p>Magnetic fun and games</p> <p>3. A question of magnetism</p> <p>LO: to build an understanding of</p>	<p>Magnetic fun and games</p> <p>4. Attractive materials</p> <p>LO: understanding</p>	<p>Magnetic fun and games</p> <p>5. Poles apart</p> <p>LO: understanding magnetic polarity.</p>	<p>Magnetic fun and games</p> <p>6. Fun and games</p> <p>LO: putting magnets to use.</p>	<p>Magnetic fun and games</p>

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	friction.	adjust the force required to move an object.	magnetism.	what makes an object magnetic.			
KG PE							
<p>JA</p> <p>COMPUTING-</p> <p>Year 2</p> <p>Kapow</p>	<p>Computer systems and networks: What is a computer? Pre Unit assessment - quiz and knowledge catcher</p> <p>Pupils who are secure will be able to:</p> <p>Name some computer peripherals and their function. Recognise that buttons cause effects. Explain that technology follows instructions. Recognise different forms of technology. Design an invention which includes inputs and outputs. Explain the role of computers in the world around them.</p>	<p>Computer systems and networks: What is a computer?</p> <p>LO: To recognise the parts of a computer.</p> <p>Lesson 1- computer parts</p>	<p>Computer systems and networks: What is a computer?</p> <p>LO: To recognise how technology is controlled.</p> <p>Lesson 2- Inputs</p>	<p>Computer systems and networks: What is a computer?</p> <p>Lesson 3 - Technology safari</p> <p>LO: To recognise technology.</p>	<p>Computer systems and networks: What is a computer? Lesson 4</p> <p>Invention</p> <p>LO: To create a design for an invention</p>	<p>Computer systems and networks: What is a computer? Lesson 5</p> <p>Real world role play LO: to understand the role of computers.</p>	<p>Computer systems and networks: What is a computer?</p> <p>End of unit quiz and knowledge organiser</p>
<p>JA Computing</p> <p>Year 3</p>	<p>Computer systems and networks 1</p> <p>Pre Unit assessment - quiz and knowledge catcher</p>	<p>Computer systems and networks.</p> <p>What's a network?</p> <p>Lesson 1</p> <p>LO: To understand what a network is</p>	<p>Computer systems and networks.</p> <p>A File's Journey</p> <p>Lesson 2</p> <p>LO: To understand how information</p>	<p>Computer systems and networks.</p> <p>Lesson 3</p> <p>LO: To understand how the Internet works and explain a website's journey</p>	<p>Computer systems and networks.</p> <p>Lesson 4</p> <p>LO: To explore the role of a router.</p>	<p>Computer systems and networks.</p> <p>Lesson 5</p> <p>LO: To understand the role of packets</p>	<p>Journey inside a computer.</p> <p>End of unit quiz and knowledge organiser</p>

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		and understand our school network.	moves around a network and recognise real-world networks				Pupils who are secure will be able to: Name some computer peripherals and their function. Recognise that buttons cause effects. Explain that technology follows instructions. Recognise different forms of technology. Design an invention which includes inputs and outputs. Explain the role of computers in the world around them.
JA MFL Kapow	French Pre Unit Assessment: Quiz and knowledge catcher. TA to help Year 2 as a group. Year 3 in pairs. Learn French greeting song. French Greeting song Learning this song as a class.	French greetings with puppets Lesson 1 on Kapow LO: To greet someone and introduce yourself in French. Practise french greeting song. Learn a new greeting song in addition and add actions for 'bonjour' 'salut' 'bonne nuit' etc.	French greetings with puppets Lesson 2 on Kapow LO: To use the correct French greeting for the time of day. Practise french greeting song.	French greetings with puppets Lesson 3 on Kapow LO: To ask and answer a question about feelings in French. Practise french greeting song.	French greetings with puppets Lesson 4 on Kapow LO: To perform a finger rhyme in French. Afternoon art activity: <ul style="list-style-type: none"> giving simple instructions in French. Make cat puppets Learn French 	French greetings with puppets LO: To perform a finger rhyme & greetings song in French. Children take this lesson to continue to learn and practise their french greeting song & finger puppet rhyme. I will organise for them to perform either in collective worship or to another	End of Unit Assessment: Quiz and knowledge catcher. TA to help Year 2 as a group. Year 3 in pairs. Pupils who are secure will be able to: Recognise that a network is two or more devices connected and its purpose. Identify key components that make up the school's network. Explain the

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		https://www.bbc.co.uk/bitesize/topics/zhyg9mn/articles/z4c3382			<p>puppet rhyme.</p> <ul style="list-style-type: none">• Practise/perform/critique.• Paired time and swap partners.• Change names.• please record rehearsals and performance.	class this afternoon.	<p>difference between wired and wireless connections. Recognise that files are saved on a server. Understand the role of the server in a network when requesting a website. Identify parts of a website's journey to reach your computer. Recognise that routers connect to send information. Understand that data is broken into packets.</p>
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<p>JA</p> <p>PSHE</p> <p>SCARF</p>	<p><u>Me and my relationships</u></p> <p>Pre unit assessment</p> <p>Our ideal classroom Pledges</p> <p>LO: Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions.</p> <p><u>DfE Relationships Education and Health Education statutory requirements</u></p> <p><u>Relationships Education</u></p> <p>Respectful relationships</p> <p>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p><u>Me and my relationships</u></p> <p>Being a good friend Lesson 1</p> <p>LO: Recognise that friendship is a special kind of relationship. Identify some of the ways that good friends care for each other.</p> <p><u>DfE Relationships Education and Health Education statutory requirements</u></p> <p><u>Relationships Education Caring friendships</u></p> <p>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p><u>Me and my relationships</u></p> <p>As a rule Lesson 2</p> <p>LO: Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities.</p> <p>Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules. Make appropriate rules for these settings.</p> <p><u>DfE Relationships Education and Health Education statutory requirements</u></p> <p><u>Physical Health and Mental Wellbeing</u></p> <p>(Health Education) Internet safety and harms</p> <p>4. Why social media, some computer games and online gaming, for example, are age restricted.</p>	<p><u>Me and my relationships</u></p> <p>My special pet Lesson 3</p> <p>LO: Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation.</p> <p><u>DfE Relationships Education and Health Education statutory requirements</u></p> <p><u>Physical Health and Mental Wellbeing</u></p> <p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p><u>Me and my relationships</u></p> <p>An email from Harold! Lesson 4</p> <p>LO: Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings.</p> <p><u>DfE Relationships Education and Health Education statutory requirements</u></p> <p><u>Relationships Education Caring friendships</u></p> <p>2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>4. That most friendships have ups and downs, and that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Relationships Education</p> <p>Respectful relationships</p> <p>1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>3. The conventions of courtesy and manners.</p> <p>5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>Physical Health and Mental Wellbeing (Health Education)</p> <p>Mental wellbeing</p> <p>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Physical Health and Healthy Eating</p> <p>3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	<p><u>Me and my relationships</u></p> <p>Ok or not ok? Part 1 Lesson 5</p> <p>LO: Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others.</p> <p><u>DfE Relationships Education and Health Education statutory requirements</u></p> <p><u>Relationships Education Caring friendships</u></p> <p>2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>5. 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							<p>other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>Post unit assessment</p>
<p>RE Year 2 Devon agreed syllabus.</p>	<p>1.2 CREATION: Who Made the World?</p>	<p>Creation: Who made the world? (Harvest) <i>Introduction to unit</i></p>	<p>Creation: Who made the world? (Harvest) <i>Created things have creators</i></p>	<p>Creation: Who made the world? (Harvest) <i>Creator of the world...God</i></p>	<p>Creation: Who made the world? (Harvest) <i>If Christians believe God made the world,</i></p>	<p>Creation: Who made the world? (Harvest) <i>Link to last week (saying thank you) -</i></p>	<p>Creation: Who made the world? (Harvest) <i>Harvest - where Christians traditionally</i></p>



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		<u>L.O: explore nature and think about how it makes us feel.</u>	<u>LO: think about what the creator of the natural world might be like.</u>	<u>LO: retell the story of Genesis 1.</u>	<u>what should they do?</u> <u>LO: understand Christians sometimes thank God through prayer. Write a thank you prayer.</u>	<u>grace before meals</u> <u>LO: discuss saying grace before a meal. Write a grace.</u>	<u>thank God for Creation</u> <u>LO: think about what we are thankful and grateful for.</u>
RE Year 3	2a.1: CREATION/ FALL: What do Christians learn from the creation story?	CREATION/ FALL: What do Christians learn from the creation story? L.O – To understand the beauty of the world around us.	CREATION/ FALL: What do Christians learn from the creation story? LO – To create, raise and discuss questions about creation.	CREATION/ FALL: What do Christians learn from the creation story? LO – creating an understanding of humanity and its impact on the Earth.	CREATION/ FALL: What do Christians learn from the creation story? LO – To create instructions to ensure humans look after the world correctly.	CREATION/ FALL: What do Christians learn from the creation story? LO – discovering what can be learnt from the creation story.	CREATION/ FALL: What do Christians learn from the creation story? L.O – Creating a link between the Bible, instructions and our world.

Autumn 2

SOCIETY
Belong

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Key concept:				Key questions:	1.		
Core texts:				UN sustainable goal:			
Inspiring changemaker challenge				Enrichment opportunities/ SMSC			
End unit outcome:							
Weekly progress							
CHARACTER VIRTUES							
English Hamilton	<u>Fiction</u> Traditional Tales Essential books: Use Your Imagination by N Byrne Good Little Wolf by N Shireen The Scariest Baddy Ever – Hamilton Group Readers	<u>Fiction</u> Traditional Tales Essential books: Use Your Imagination by N Byrne Good Little Wolf by N Shireen The Scariest Baddy Ever – Hamilton Group Readers	<u>Fiction</u> Traditional Tales Essential books: Use Your Imagination by N Byrne Good Little Wolf by N Shireen The Scariest Baddy Ever – Hamilton Group Readers	<u>Non-Fiction</u> Letters Essential books: The Hueys in It Wasn't Me by O Jeffers Stuck by O Jeffers	<u>Non-Fiction</u> Letters Essential books: The Hueys in It Wasn't Me by O Jeffers Stuck by O Jeffers	<u>Poetry</u> Classic Poems Essential books: The Owl and the Pussy-cat by E Lear The Further Adventures of the Owl and the Pussy-cat by J Donaldson Macavity the Mystery Cat by T.S. Eliot	<u>Poetry</u> Classic Poems Essential books: The Owl and the Pussy-cat by E Lear The Further Adventures of the Owl and the Pussy-cat by J Donaldson Macavity the Mystery Cat by T.S. Eliot

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	The Scariest Baddy Ever – Hamilton Group Readers O Jeffers					The Song of Mr Toad – Hamilton Group Readers The Works chosen by P Cookson	The Song of Mr Toad – Hamilton Group Readers The Works chosen by P Cookson
Decision Spelling Year 2	create personal spelling list and coaching	Long I phoneme	Long O phoneme	Assessment week?	Long U phoneme	initial /n/ and /r/ phoneme (silent k and n)	review personal spelling list: coaching and making adjustments
Spelling frame Year 2	<i>ng rule 20</i>	<i>spelling rule 10</i>	<i>spelling rule 21</i>	<i>spelling rule 30</i>	<i>spelling rule 6</i>	<i>spelling rule 18</i>	personal spellings
Decision Spelling Year 3	/shur/ and /chur/	/shur/ and /chur/	homophones	assessment week? with spelling coach	revisit meta language review of personal spelling list w	teach/ recap spellings rules gym myth	reviewing personal spelling lists; coaching and making adjustments for the new term.
Spelling frame Year 3	Spelling rule 28	own added	own added	spelling rule 30	spelling rule 2	spelling rule 29	personal spelling list
Guided Reading FFT		The Great Escape Picture Walk / Wonderings Year 2 To identify the different variations to how –ed words are spelt and pronounced. • To	The Great Escape Picture Walk / Wonderings Visualise / Sentences – statement, question, exclamation, command	Assessment week: star reading tests. Reading tests.	Ants are everywhere! Picture Walk / Wonderings Matching / Visualise Year 2 To listen, discuss	Ants are everywhere! Picture Walk / Wonderings Matching / Visualise Year 2 To listen, discuss and express views about non-fiction text	

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		<p>identify sentences with different forms: statement, question, exclamation, command. • To discuss and clarifying the meanings of words, linking new meanings to known vocabulary • To discuss the sequence of events in the story and how they are related • Justify their preferences and point of view</p>	<p>Year 2 To identify the different variations to how –ed words are spelt and pronounced. • To identify sentences with different forms: statement, question, exclamation, command. • To discuss and clarifying the meanings of words, linking new meanings to known vocabulary • To discuss the sequence of events in the story and how they are related • Justify their preferences and point of view</p>		<p>and express views about non-fiction text • To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect • To discuss and clarify the meanings of words, linking new meanings to known vocabulary • To explain and discuss their understanding of the book</p>	<p>• To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect • To discuss and clarify the meanings of words, linking new meanings to known vocabulary • To explain and discuss their understanding of the book</p>	
<p>MATHS White Rose</p>	<p>Addition and Subtraction (3 weeks)</p>	<p>Addition and Subtraction (3 weeks)</p>	<p>Addition and Subtraction (3 weeks)</p>	<p>Assessment week (1 week)</p>	<p>Multiplication (2 weeks)</p>	<p>Multiplication (2 weeks)</p>	<p>Consolidation (1 Week)</p>
<p>KG GEOGRAPHY Kapow Year 3 & Year 4 to be taught on</p>	<p><u>Why do people live near volcanoes?</u> Pre Unit assessment - quiz and</p>	<p><u>Why do people live near volcanoes?</u> <u>Lesson 1: How is the Earth constructed?</u> <u>L.O. To name and describe the layers of</u></p>	<p><u>Why do people live near volcanoes?</u> <u>Lesson 2: Where are mountains found?</u> <u>L.O: To explain how and where mountains</u></p>	<p><u>Why do people live near volcanoes?</u> <u>Lesson 3: Why and where do we get volcanoes?</u> <u>L.O: To explain why</u></p>	<p><u>Why do people live near volcanoes?</u> <u>Lesson 4: What are the effects of a volcanic eruption?</u> <u>L.O: To recognise the</u></p>	<p><u>Why do people live near volcanoes?</u> <u>Lesson 5: What are earthquakes and where do we get them?</u></p>	<p><u>Why do people live near volcanoes?</u> <u>Lesson 6: Where have the rocks around school come from?</u> <u>L.O: To observe and</u></p>

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<p>Tuesday PM</p>	<p>knowledge catcher</p> <p>Pupils who are secure will be able to:</p> <p>Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can</p>	<p><u>the Earth.</u></p>	<p><u>are formed.</u></p>	<p><u>volcanoes happen and where they occur.</u></p>	<p><u>negative and positive effects of living near a volcano.</u></p>	<p><u>L.O:To explain what earthquakes are and where they occur.</u></p>	<p><u>record the location of rocks around the school grounds and discuss findings.</u></p>
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	have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data.						
GEOGRAPHY Kapow							
JA DT Kapow							
JA ART Kapow	<p>Craft and Design: map it out.</p> <p>Lesson 1: Creative journey To investigate maps as a stimulus for drawing.</p> <p>LO: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. About the work of a</p>	<p>Craft and Design: map it out.</p> <p>Lesson 2: Making felt To learn and apply the steps of the felt-making process.</p> <p>Lesson 2: Making felt</p> <p>LO: To use a range of materials creatively to design and make products. Learn about the work of a range of artists, craft-makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work. Adapt your ideas as you work.</p>	<p>Craft and Design: map it out.</p> <p>Lesson 3: Abstract maps To experiment with a craft technique to develop an idea.</p> <p>Lesson 3 & 4 : Abstract maps</p> <p>LO: I can make an abstract composition. I can cut, layer and arrange shapes in my art.</p> <p>LO: I can cut, make and combine shapes to create recognisable forms.</p>	<p>Craft and Design: map it out.</p> <p>Lesson 3 continued....</p> <p>LO: I can make an abstract composition. I can cut, layer and arrange shapes in my art.</p> <p>Lesson 3 & 4 : Abstract maps</p> <p>LO: I can cut, make and combine shapes to create recognisable forms.</p>	<p>Craft and Design: map it out.</p> <p>Lesson 4: Print possibilities To develop ideas and apply craft skills when printmaking.</p> <p>Lesson 4: Print Possibilities</p> <p>LO: To develop ideas and apply craft skills when printmaking.</p> <p>LO: To develop ideas and apply craft skills when printmaking. I can evaluate my work and improve my print.</p>	<p>Craft and Design: map it out.</p> <p>Lesson 5: Gallery experience To present artwork and evaluate it against a design brief.</p> <p>Lesson 5: Gallery experience</p> <p>LO: To present artwork and evaluate it against a design brief.</p> <p>LO: Use my sketchbook to review and revisit my ideas for this unit.</p>	<p>Craft and Design: map it out.</p> <p>CHRISTMAS CRAFTS</p> <p>FINISH OFF UNITS</p> <p>ARTWORK.</p>

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	<p>range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p><u>Lesson 1:</u> <u>Creative journey</u></p> <p>Pupils who are secure will be able to: Sort map images into groups, explaining their choices. Draw a map of their journey to school, including key landmarks and different types of mark-making. Follow instructions to make a piece of felt that holds together and resembles their map. Decide how to place 'jigsaw' pieces to create an abstract composition. Make choices about which details from their map to include in a stained glass. Cut cellophane shapes with care and arrange them into a pleasing composition. Design a print with simple lines and</p>	<p>LO: I can select colours and materials to create effect, giving reasons for my choices. I can use felt to practise my joining techniques.</p>					
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	<p>shapes, making improvements as they work. Follow a process to make and print from a polystyrene tile. Choose a favourite artwork, justifying their choice. Annotate their favourite artwork with relevant evaluation points. Take an active part in decisions around how to display their artworks in the class gallery.</p>						
<p>JA MUSIC Kapow</p>	<p>Myths and Legends.</p> <p><u>Lesson 1</u> Create a rhythm</p> <p>LO: Listen to music with concentration and understanding to a range of high quality recorded music. Create a rhythm.</p> <p>LO: Discuss the stylistic features of different genres. recognise the changes</p>	<p>Myths and Legends.</p> <p><u>Lesson 2</u> Show a structure on a graphic score.</p> <p>LO: Show structure on a graphic score.</p> <p>LO: Using letter name and rhythmic notation to compose a multi layered composition in a given style.</p>	<p>Myths and Legends.</p> <p><u>Lesson 3</u> Write a graphic score to show texture.</p> <p>LO: Write a graphic score to show texture.</p> <p>LO: Using letter name and rhythmic notation to compose a multi layered composition in a given style.</p>	<p>Myths and Legends.</p> <p><u>Lesson 4</u> Compose a piece of music with a given structure.</p> <p>LO: Compose a piece of music with a given structure.</p> <p>LO: suggesting and implementing improvements to our own work, using musical vocabulary.</p>	<p>Myths and Legends.</p> <p><u>Lesson 5</u> Perform a group composition .</p> <p>LO: Perform a group composition, Play tuned and un tuned instruments musically.</p> <p>LO: Play in time with peers.</p>	<p>Myths and Legends.</p> <p>Perform to EYFS/ Year 1 or Perform to Year 4/5/</p> <p>LO: Perform a group composition, Play tuned and un tuned instruments musically.</p> <p>LO: Perform from basic staff notation.</p>	<p>Myths and Legends.</p> <p>Christmas songs</p>

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	<p>within a piece of music using musical vocabulary.</p> <p><small>Intended outcome: Create rhythms and arrange them in a particular order or structure. Identify the structure of a piece of music and write it down. Describe whether a musical texture is thick or thin. Explore ways of writing down different textural layers. Follow a given structure for a composition. Write a structure score accurately. Compose music with several layers. Perform their composition accurately, following the structure score.</small></p>						
<p>KG</p> <p>SCIENCE</p> <p>Hamilton</p>	<p>Fit for Success</p>	<p>Session 1 Think about food</p> <p>L.O: to discover the right types and amount of nutrition needed for a human.</p>	<p>Session 2 What is a balanced diet?</p> <p>L.O: to understand what is meant by a balanced diet.</p>	<p>Session 3 Skeletons and Bones</p> <p>L.O: Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Session 4 Moving Muscles</p> <p>L.O: to investigate the link between muscle strength and regular training and exercise.</p>	<p>Session 5 A breath of Fresh Air</p> <p>L.O: to understand how the heart and lungs get oxygen to the muscles where it is needed to make energy.</p>	<p>Session 6 Health and Fitness Coaching session</p> <p>L.O: To present a presentation on all of our findings.</p>
<p>KG</p> <p>PE</p>							
<p>JA</p> <p>COMPUTING- Year 2</p> <p>Kapow</p>	<p>Algorithms and debugging</p> <p>Pre Unit assessment - quiz and knowledge catcher</p>	<p>Algorithms and debugging</p> <p>LO: To recognise the parts of a computer.</p> <p><u>Lesson 1</u>- computer parts</p>	<p>Algorithms and debugging</p> <p>LO: To recognise how technology is controlled.</p> <p><u>Lesson 2</u>- Inputs</p>	<p>Algorithms and debugging</p> <p><u>Lesson 3 - Technology safari</u></p> <p>LO:To recognise technology.</p>	<p>Algorithms and debugging</p> <p><u>Lesson 4</u></p> <p>LO: To create a design for an invention</p>	<p>Algorithms and debugging <u>Lesson 5</u></p> <p>LO: Real world role play</p>	<p>Algorithms and debugging</p> <p>End of unit quiz and knowledge organiser</p>

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	<p>Pupils who are secure will be able to:</p> <p>Name some computer peripherals and their function. Recognise that buttons cause effects. Explain that technology follows instructions. Recognise different forms of technology. Design an invention which includes inputs and outputs. Explain the role of computers in the world around them.</p>						
<p>JA Computing Year 3</p>	<p>Computer systems and networks.</p> <p>Journey inside a computer</p> <p>Pre Unit assessment - quiz and knowledge catcher</p>	<p>Computer systems and networks.</p> <p>Inputs and outputs</p> <p>Lesson 1</p> <p>LO: to recognise basic inputs and outputs.</p>	<p>Computer systems and networks.</p> <p>Lesson 2 - building a paper laptop</p> <p>Building a paper laptop</p> <p>LO: To decompose a laptop</p>	<p>Computer systems and networks.</p> <p>Lesson 3</p> <p>Following instructions</p> <p>LO: to understand the purpose of computer parts.</p>	<p>Computer systems and networks.</p> <p>Computer memory</p> <p>Lesson 4</p> <p>LO: to understand the purpose of computer parts.</p>	<p>Computer systems and networks.</p> <p>Design a powerpoint explaining the knowledge you have learnt during this unit.</p> <p>Lesson 5</p> <p>LO: to decompose a tablet computer</p>	<p>Journey inside a computer</p> <p>End of unit quiz and knowledge organiser</p>
<p>JA</p> <p>MFL</p> <p>Kapow</p>	<p>French adjectives of colour, size and shape</p> <p>Pre Assessment French</p> <p>Assessment quiz and</p>	<p>French adjectives of colour, size and shape (5 lessons)</p> <p>LO: To recognise and name colour words</p> <p>Lesson 1 Colours</p>	<p>French adjectives of colour, size and shape (5 lessons)</p> <p>LO: To describe shapes by their colour.</p> <p>Lesson 2 Shapes and colours</p>	<p>French adjectives of colour, size and shape (5 lessons)</p> <p>LO: Shapes of different colours and sizes in French</p> <p>Lesson 3 Shapes of different colours and sizes</p>	<p>French adjectives of colour, size and shape (5 lessons)</p> <p>LO: To recognise what are cognates and near cognates. (words that look similar)</p> <p>Lesson 4 - Matisse style art</p>	<p>French adjectives of colour, size and shape (5 lessons)</p> <p>This lesson is a chance to pull everything together from th unit and practise vocabulary together.</p> <p>some colour and shape songs can be</p>	<p>French adjectives of colour, size and shape (5 lessons)</p>

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	<p>knowledge catcher.</p> <p>TA to support Year 2 and can be done as a group.</p> <p>Year 3 to work individually.</p>					<p>sang together after some vocabulary practise.</p> <p>Colour song - children can learn this and join in with the singing of the colours.</p> <p>Colours listening activity - children wont be able to learn this one but see of they can pick out the vocabulary that they know. Can they hear any colours?</p>	
<p>JA</p> <p>PSHE</p> <p>SCARF</p>	<p><u>Rights and responsibilities ties</u></p> <p>Harold goes camping</p> <p>Lesson 1</p> <p>LO: Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand</p>	<p><u>Rights and responsibilities</u></p> <p>Pre Unit assessment</p> <p>Our helpful volunteers</p> <p>Lesson 2</p> <p>LO: Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p>DfE Relationships Education and Health Education statutory</p>	<p><u>Rights and responsibilities</u></p> <p>Helping each other to stay safe</p> <p>Lesson 3</p> <p>LO: Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.</p> <p>DfE Relationships Education and Health Education</p>	<p><u>Rights and responsibilities</u></p> <p>Extended write: assessment piece</p> <p>Create a poster/ leaflet detailing how we can help to each other to stay safe.</p>	<p><u>Rights and responsibilities</u></p> <p>Who helps us to stay healthy and safe?</p> <p>Lesson 5</p> <p>LO: Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they</p>	<p><u>Rights and responsibilities</u></p> <p>It's your right.</p> <p>Lesson 6</p> <p>LO: Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these.</p>	<p><u>Rights and responsibilities</u></p> <p>Post unit assessment.</p>

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	<p>the reasons why people (including themselves) might do this.</p>	<p><u>requirements</u></p> <p><u>Physical Health and Mental Wellbeing (Health Education)</u> <u>Mental wellbeing</u></p> <p>5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>	<p><u>statutory requirements</u> <u>Relationships Education</u></p> <p><u>Being safe</u></p> <p>8. Where to get advice e.g. family, school and/or other sources.</p>		<p>can help the people who keep them healthy and safe.</p> <p><u>DfE Relationships Education and Health Education statutory requirements</u> <u>Relationships Education</u></p> <p><u>Being safe</u></p> <p>6. How to ask for advice or help for themselves or others, and to keep trying until they are</p> <p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>8. Where to get advice e.g. family, school and/or other sources.</p> <p>Physical Health and Mental Wellbeing (Health Education) Physical health and fitness</p> <p>4. How and when to seek support including which adults to speak to in school if they are worried about their health.</p>		
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RE Devon agreed syllabus. KG	How do festivals and family life show what matters to Jewish people?						
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