



Yoxall St Peter's C of E Primary

Class 3 Learning Journey 2023/24

Year Group: 2&3		Autumn		Spring		Summer	
	Terrific Texts	Fortunately the Milk by Neil Gaiman. Usbourne 10 Minute Stories (Fairy Tales).	A Bear Called Paddington by Michael Bond.	Daisy and the Trouble with Chocolate	Anisha Accidental Detective	Mr Majeika	The Adventures of Harry Stevenson
English, Communication & Language	Reading	ECollins Vipers	ECollins Vipers	ECollins Vipers	ECollins Vipers	ECollins Vipers	ECollins Vipers
	Writing	Plazoom Cinderelephant Visit the UK	Plazoom Nell Saunders Diary How To Build an Iron Age House	Plazoom Cave Challenge What am I?	Plazoom What am I? The First Scientist	Plazoom The Secret Mardi Gras King Transport in the past	Plazoom Letter to a pen pal How magnets help us
		Genre Narrative Persuasive	Genre Recount Instruction	Genre Narrative Poetry	Genre Poetry Recount	Genre Narrative Report	Genre Letter Explanation
	Grammar	Year 2 Capital letters Full stops Adjectives Conjunctions	Year 2 Capital letters Full stops Adjectives/ ENPs Conjunctions	Year 2 Capital letters Full stops Adjectives/ ENPs Conjunctions	Year 2 ENPs Exclamation sentences Question sentences Contractions	Year 2 Correct verb tenses Suffixes Editing	Year 2 Editing Using all targets and metacognitive approach

		/ow/ sound spelled 'ou'; /u/ sound spelled 'ou'; /i/ sound spelled with a 'y'; suffixes with '-sure'; suffixes – 'ture'; Challenge words	prefix 're-'; prefix 'dis-'; prefix 'mis-'; suffixes beginning with vowel letters; Challenge words	long vowel /a/ sound spelled 'ai'; /a/ vowel sound spelled 'ei'; /a/ vowel sound spelled 'ey'; suffix –ly; Homophones; Challenge Words	/l/ sound spelled '-al'; /l/ sound spelled '-le'; suffix '-ly'; suffix '-ally'; Challenge Words	Suffix '-er'; /k/ sound spelled 'ch'; /g/ sound spelled '-gue'; /s/ sound spelled 'sc'; Homophones; Challenge words	Challenge words , plural possessive apostrophes. Revision.
Maths	Fluency Reasoning Problem Solving	Number: Place Value, Number: Addition and Subtraction	Number: Addition and Subtraction. Money Multiplication 2,5,10 and 3,2,4,8 and Division.	Number: Multiplication and Division Statistics: Tally charts, pictograms, tables and bar charts	Geometry: 2-D and 3-D shapes Lines of symmetry, Right angles in shapes and patterns Fractions: half, quarters, and thirds	Length, position and perimeter	Fractions as decimals and equivalent fractions. Time : telling the time to 5 minutes and durations of time.
	Number facts	Times tables Fluency Bee 99 Club	Times tables Fluency Bee 99 Club	Times tables Fluency Bee 99 Club	Times tables Fluency Bee 99 Club	Times tables Fluency Bee 99 Club	Times tables Fluency Bee 99 Club
Understanding of the World	Science	Coverage: Animals including Humans. Key Skills: Sequence, describe and compare, identify, name, draw and label, classify.	Coverage: Forces and Magnets Key skills: Observe, Compare, Predict, Describe, Investigate, Explain	Coverage: Uses of everyday materials. Rocks. Key skills: To identify and name, describe, compare and group, identify and compare. Observe, Classify, Predict, Investigate.	Coverage: Light Key skills: Describe, Classify, Predict, Investigate, Explain	Coverage: Plants Key skills: Recognise, identify and describe, Observe and measure. Classify, Explain, Investigate.	Coverage: Living things and their habitats. Key skills: Observe, Classify, Describe

	<p>Geography</p>	<p>Coverage: Volcanoes and Earthquakes</p> <p>Key Skills: To use and understand key geographical, human and physical, terminology or features and the aspects behind them.</p>	<p>Coverage: Biomes; Maps, Oceans and Continents (Y2s)</p> <p>Key Skills: To learn about the different environmental regions, topographical features, key physical and human characteristics, countries, and major cities of the places mentioned above.</p>	<p>Coverage: Climate Change</p> <p>Key Skills: To describe and understand key aspects of physical geography, including climate zones and climate change.</p>	<p>Coverage: International Trade – Natural Resources & Food; The UK –England, Scotland, Wales and Northern Ireland (Y2s).</p> <p>Key Skills: Describe and understand key aspects of: human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Coverage: Economic Activity/ Tourism</p> <p>Key Skills: Describe and understand key aspects of: human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Coverage: Field Study;</p> <p>Australia- Aboriginal people, animals, the Great Barrier Reef, climate and the weather (Y2s)</p> <p>Key Skills: To observe, measure, record and present the human and physical features in the local area using a range of methods; Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps); Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
	<p>History</p>	<p>Coverage:</p>	<p>Coverage:</p>	<p>Coverage:</p>	<p>Coverage:</p>	<p>Coverage:</p>	<p>Coverage:</p>

	<p>Stone Age to Bronze Age (Y3)</p> <p>Significant Individuals (Y2s)</p> <p>Key Skills: To identify and describe changes between specific periods of history.</p> <p>To know that the past can be divided into different periods of time.</p> <p>To discuss historical changes in Britain, and what caused them and the impact on life in Britain.</p>	<p>Bronze Age to Iron Age (Y3)</p> <p>Key Skills: To identify and describe changes between specific periods of history.</p> <p>To know that the past can be divided into different periods of time.</p> <p>To discuss historical changes in Britain, and what caused them and the impact on life in Britain.</p>	<p>Roman Empire / Romans Around the World (Y3)</p> <p>Significant Historical Events (Y2s)</p> <p>Key Skills: To be taught achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Rome.</p>	<p>Roman Britain (Y3)</p> <p>Key Skills: To be taught Roman Britain – a study of Roman life and achievements and their influence.</p>	<p>Anglo-Saxons (Y3)</p> <p>Significant Historical Events (Y2s)</p> <p>Key Skills: To be taught a non-European society that provides contrasts with British history – early Islamic civilization, including a study of Baghdad c. AD 900.</p>	<p>Vikings (to Edward the Confessor) (Y3)</p> <p>Key Skills: To be taught a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066); a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>
Religious Education	Understanding Christianity - Creation	Understanding Christianity - Incarnation	Islam (LDBE) What do Muslims Believe?	Understanding Christianity: Salvation	Understanding Christianity: Gospel	How can I make a difference in the world? (LDBE)
Modern Foreign Language	French Y3	French Y3	French Y3	French Y3	French Y3	French Y3
Computing & Technology	Information Technology around us 2.1	Digital Photography 2.2	Branching Databases 3.4	Robot Algorithms 2.3 (Programming A) Using Beebots	Desktop Publishing 3.5	Scratch (Year 3 Prog B) Events and Actions in Programs 3.6

	Design & Technology		Structures Shell structures Christmas Gift box		Electrical Systems Simple circuits and switches Making Torches		Food Healthy and varied diet
Wellbeing	Physical Education	Rugby with Mr Tolley Gymnastics	Gymnastics Send and Return	Dance Attack, Defend, Shoot	Dance Football	Run, Jump, Throw Hit, Catch, Run	Cricket Athletics
	Jigsaw Personal, Social & Emotional Development (PSHE) Spiritual, Moral, Culture and Society Development (SMSC) British Values Sex, Relationships Education (SRE)	Being Me in My World – Class team & school citizen, rights & responsibilities, democracy, decision-making, having a voice, motivations.	Celebrating Difference – Challenging assumptions, appearances, accepting, problem-solving, uniqueness, first impressions.	Dreams & Goals – Hopes & dreams, overcoming disappointment, achieving goals, working in a group, resilience & attitude.	Healthy Me – Healthier friendships, group dynamics, smoking, alcohol, assertiveness, peer pressure, celebrating inner strength.	Relationships – Jealousy, love and loss, memories of loved ones, getting on & falling out, girlfriends & boyfriends, showing appreciation.	Changing Me – how boys' and girls' bodies change on the inside/outside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up.
Expressive Arts & Design	Music	<p>Over a 2 year rolling programme children will be taught the following:</p> <ul style="list-style-type: none"> ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music. <p>We follow the comprehensive Sing Up Music scheme of work.</p>					

	Drama	Drama will be included in English and topic lessons, using a range of techniques.					
	Art & Design	<p>Storytelling Through Drawing</p> <p>Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p>		<p>Exploring Still Life</p> <p>Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.</p>		<p>Festival Feasts</p> <p>How might we use food and art to bring us together?</p>	