

Dartmouth Academy Curriculum Map

Class 2-3 2019-20



| Class 2-3 | Autumn | | Spring | | Summer | |
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| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Focus | <p>Prehistoric Britain</p>  <p>The story of prehistoric Britain began when the first humans arrived in Britain. The earliest were hunter-gatherers then gradually, people learned new skills such as farming and then later discovered the secrets of making bronze and iron. Prehistoric people couldn't read or write, but they were astonishing builders. Their tombs, forts and monuments have survived for thousands of years.</p> | <p>Villages, Towns and Cities</p>  <p>The human population is not spread evenly across the globe. Few people live in locations that are sparsely populated and densely populated places have many. As of February 2019, the total population of the world exceeds 7.71 billion people, and this number is continuing to grow each day. However, in some areas, growth is slowing or even declining.</p> | <p>The Shang Dynasty</p>  <p>The Shang Dynasty is the first historic dynasty of China. The river valley of the Yellow River provided a fertile area for this civilisation to develop; little has survived of their domestic architecture. Fortunately, royal and other tombs have provided many clues as to life under the Shang. The Dynasty lasted for six hundred years and encompassed the reign of thirty emperors.</p> | <p>Mountains, Volcanoes and Earthquakes</p>  <p>Mountains can join up with other mountains to make up a range. Mountains are very rocky and difficult to grow things on. Also, the higher the mountain goes up, the colder it gets – this means different kinds of plants and animals might live at the top of a mountain than at the bottom, depending on just how high it is.</p> | <p>Ancient Greece</p>  <p>Greece is a country in Europe, but people have been living in that area for a very long time. The people who were living there thousands of years ago are called the Ancient Greeks, and a lot of things they did help to make up our society today. They even invented the Olympics! We have learned a lot from Ancient Greek philosophy, language, theatre, medicine, government and more.</p> | <p>Weather and the Water Cycle</p>  <p>The water cycle is the continuous journey water takes from the sea, to the sky, to the land and back to the sea. The movement of water around our planet is vital to life as it supports plants and animals. Powered by the Sun, the water cycle is happening all the time, though some parts of the cycle take hundreds of years.</p> |
| English Writing | <p>Fiction: Story Path STORY Fiction: I am the Seed That Grew the Tree POETRY</p> | <p>Non-Fiction: A Walk Through London INFORMATION Fiction: poetry (various forms) POETRY</p> | <p>Fiction: The Snow Globe SHORT STORY Non-fiction: Everest INFORMATION TEXT</p> | <p>Non-Fiction: Incredible Edibles INSTRUCTIONS Fiction: 13 Words STORY (vocab expansion)</p> | <p>Fiction: Myth Atlas MYTH Non-Fiction: Alexander Calder BIOGRAPHY</p> | <p>Fiction: Meerkat Mail LETTERS</p> |

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| Guided Reading / Class Book | | | <i>King of the Cloud Forest by Michael Morpurgo</i> | | | |
| Maths | <p>Week 1 – 3: Number: Place Value Y2 – Numbers to 100 Y3 – Numbers to 1,000</p> <p>Week 4-9: Number: Addition and Subtraction Y2 – Numbers within 100 (including money) Y3 – Numbers within 1000 (including money)</p> <p>Week 10-12: Number: Multiplication</p> | | <p>Week 1-2 Number: Division</p> <p>Week 3-4 Statistics</p> <p>Week 5 Measurement: Length and Height</p> <p>Week 6-8 Geometry Year 2: Shape, position and direction Year 3: Shape and perimeter</p> <p>Week 9-12 Number Year 2: Fractions & Consolidation Year 3: Fractions</p> | | <p>Week 1-2 Measurement Time</p> <p>Week 3-5 Problem solving and efficient methods</p> <p>Week 6-8 Measurement Year 2: Mass, capacity and temperature Year 3: Mass and Capacity</p> | |
| Science | <p>Earth and Space</p> <ul style="list-style-type: none"> Use the idea of Earth's rotation to explain day and night and the apparent movement of the sun across the sky. | <p>Forces</p> <ul style="list-style-type: none"> Compare how things move on different surfaces | <p>Materials (KS1) Forces (KS2)</p> <ul style="list-style-type: none"> Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others 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 Describe magnets having two poles | <p>Rocks</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks (simple physical properties) Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter | <p>Plants</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants Explore requirements of plants for life and growth Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants: pollination, seed formation and dispersal | <p>Light</p> <ul style="list-style-type: none"> Need light to see Light is reflected Sunlight danger & eye protection How shadows are formed by opaque objects Find patterns in the way shadow sizes change |

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| | | | <ul style="list-style-type: none"> Predict whether two magnets will attract or repel each other, depending on which poles are facing | | | |
| History | <p>Prehistoric Britain Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding Year 2)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry Year 2)</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry Year 2)</p> <p>Describe significant historical events, people and places in his/her own locality. (Historical interpretations Year 2)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication Year 2)</p> | | <p>The Shang Dynasty Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding Year 2)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry Year 2)</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry Year 2)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication Year 2)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication Year 2)</p> | | <p>Ancient Greece Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe memories of key events in his/her life using historical vocabulary. (Chronological understanding)</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding Year 2)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry Year 2)</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry Year 2)</p> <p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the</p> | |

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| | Record what he/she has learned by drawing and writing. (Organisation and communication Year 2) | | | | <p>first aeroplane flight or events commemorated through festivals or anniversaries. (Historical interpretations Year 2)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication Year 2)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication Year 2)</p> | |
| Geography | | 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 | | | | |
| Computing | <p>Rising Star - Switched on Online Safety Unit 3.5 We are Netiquette Experts.</p> <p>I know I need to keep my password and personal information secure (e-Safety)</p> <p>I can recognise acceptable and unacceptable behaviour online (e-Safety)</p> <p>I can make choices on which program is best for a given task (Using Computers)</p> | | <p>Rising Stars - We are Communicators 3.5</p> <p>I understand that computer networks allow data to be transferred and shared (Networks)</p> <p>I understand that the internet is a large network that enables computers to share information (Networks)</p> <p>I can explain how simple algorithms solve a given problem (Coding)</p> <p>I can produce a simple program that completes a given task (Coding)</p> | | <p>Rising Stars - We are Vloggers 3.4</p> <p>I can use a search engine to find web pages (Net Searching)</p> <p>I understand that not all websites are as reliable as others (Net Searching)</p> <p>I know what input and output devices are and how they are used (Computers)</p> <p>I can use a range of input and output devices efficiently (Computers)</p> | |

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| Design Technology | Food Technology | | | | | | |
| Art | <p>Creating Townscapes: Simon Hart (local artist)t Colour</p> <p>Year 2:</p> <ul style="list-style-type: none"> • Begin to describe colours by objects • Make as many tones of one colour as possible (using white) • Darken colours without using black using colour on a large scale <p>Year 3:</p> <ul style="list-style-type: none"> • Colour Mixing • Making colour wheels • Introduce different types of brushes • Techniques – apply colour using dotting, scratching, splashing <p>Drawing</p> <p>Year 2:</p> <ul style="list-style-type: none"> • Experiment with tools and surfaces • Discuss use of shadows, use of light and dark <p>Year 3:</p> <ul style="list-style-type: none"> • Experiment with the various pencils • Close observation • Draw both the positive and negatives and negative shapes • Initial sketches as a preparation for painting | | | | | <p>Sculpture (Mobiles): Matisse & Calder Form</p> <p>Year 2:</p> <ul style="list-style-type: none"> • Awareness of natural and man-made forms • Expression of personal experiences and ideas • To shape and form from direct observation (malleable and rigid materials) • Decorative techniques • Replicate patterns and textures in a 3-D form work and that of other sculptors <p>Year 3:</p> <ul style="list-style-type: none"> • Shape, form, model and construct (malleable and rigid materials) • Plan and develop understanding of adhesives and methods of construction • Aesthetics <p>Texture</p> <p>Year 2:</p> <ul style="list-style-type: none"> • Overlapping and overlaying to create effects <p>Year 3:</p> <ul style="list-style-type: none"> • Weaving • Tie dying, batik | |
| | Music | | | | | | |
| PSHE | <p><u>Health and Wellbeing</u></p> <p>What is meant by a healthy lifestyle?</p> <p>How to maintain physical, mental and emotional wellbeing.</p> <p>How to manage risks to physical and emotional health and wellbeing</p> <p>Ways of keeping physically and emotionally safe.</p> <p>About managing change, including puberty, transition and loss.</p> <p>How to make informed choices about health and</p> | | | <p><u>Relationships</u></p> <p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.</p> <p>How to recognise and manage emotions within a range of relationships.</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse.</p> | <p><u>Relationships</u></p> <p>How to respond to risky or negative relationships and ask for help.</p> <p>How to respect equality and diversity in relationships.</p> | <p><u>Living in the wider world</u></p> <p>About respect for self and others and the importance of responsible behaviours and actions.</p> <p>About rights and responsibilities as members of families, other groups and ultimately as citizens.</p> <p>About different groups and communities.</p> <p>To respect diversity and equality and how to be a productive member of a diverse community.</p> | <p><u>Living in the wider world</u></p> <p>About the importance of respecting and protecting the environment.</p> <p>About where money comes from, keeping it safe and the importance of managing it effectively.</p> <p>The part that money plays in people's lives.</p> <p>A basic understanding of enterprise.</p> |

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| | | <p>wellbeing and to recognise sources of help with this.</p> <p>How to respond in an emergency.</p> <p>To identify different influences on health and wellbeing.</p> | | | | |
| RE | | What do Christians learn from the creation story? | What is it like for someone to follow God? | What is the 'Trintiy' and why is it important for Christians? | What kind of world did Jesus want? | Why do Christian's call the day Jesus died 'Good Friday'? |
| PE | | | | | | |
| French | | | | | | |
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