

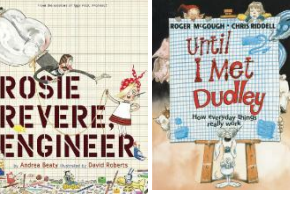
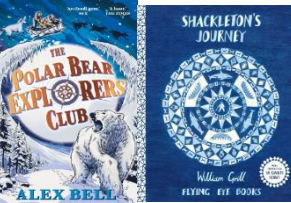



Brimscombe C of E (VA) Primary School
Dragonfly Class (Year 2/Year 3) Long Term Overview

<p>Our curriculum vision</p>	<p>'Stay alert and hold firmly to all you believe. Be mighty and full of courage. Let love and kindness be the motivation behind all that you do.' 1 Corinthians 16:13-14</p> <p>We are committed to developing confident, curious and responsible learners who are well-prepared for the next stage of their education. Through a carefully planned curriculum and a wide range of enrichment opportunities, underpinned by our Christian values – kindness, respect, friendship, courage and responsibility – pupils are encouraged to think deeply, work collaboratively and develop the skills and attitudes they need to thrive both in school and beyond.</p>									
<p>Termly Themes Year A</p>	<p>Our Wonderful World</p>	<p>Growing and Changing</p>	<p>Celebrations and Light</p>	<p>Fantastic Forces and Magnetic Magnets</p>	<p>Frozen Worlds</p>	<p>Ancient Builders</p>				
<p>Key Texts</p>										
<p>English</p>										
<p>Spoken Language</p>	<p>Listening and attention: Y2 - Listens with growing attention. Follows two-step instructions. Responds to what others say. Y3 - Sustains attention in partner and group talk. Follows discussion routines.</p> <p>Vocabulary and language choice: Y2 - Uses Tier 2 and Tier 3 words with increasing independence. Asks about unfamiliar words. Y3 - Uses subject vocabulary accurately in discussion. Begins to explain meanings.</p> <p>Sentence construction and spoken fluency: Y2 - Speaks clearly in longer sentences. Explains ideas in sequence. Uses a growing range of sentence types. Y3 - Organises talk into clear points. Uses sentences to explain and summarise.</p> <p>Discussion and interaction: Y2 - Builds on others' ideas. Asks simple questions to clarify. Y3 - Contributes appropriately in group discussion. Takes account of others' views.</p> <p>Explanation, reasoning and justification: Y2 - Explains thinking using because, so, or if. Begins to justify choices. Y3 - Gives reasons linked to learning. Begins to use evidence or examples.</p> <p>Presentation, audience and register: Y2 - Presents short explanations or findings. Begins to think about listener needs. Y3 - Presents learning to a group or class with growing confidence.</p>									
<p>Handwriting</p>	<p>Year 2:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters 			<p>Year 3:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes needed to join letters • begin to understand which letters, when adjacent to one another, are best left unjoined • develop joined handwriting in most writing • improve legibility so that downstrokes are parallel and equidistant • begin to space lines of writing so that ascenders and descenders do not touch 						

<p>Writing</p> <ul style="list-style-type: none"> • Composition • Grammar and Punctuation • Spelling • Handwriting 	<p><u>Writing - Composition</u></p> <p>To inform: A postcard to a friend Mapped skills:</p> <p>To inform: A report about animals and their habitats (science link)</p> <p>To entertain: 3rd person narrative which includes an animal</p>	<p><u>Writing - Composition</u></p> <p>To entertain: Setting description of a habitat (science link)</p> <p>Acrostic Poetry linked to music</p> <p>To inform: Instructions linked to: (a) Textiles - Making pouches (b) Mechanisms – a Fairground Wheel</p>	<p><u>Writing - Composition</u></p> <p>To inform: A diary entry</p> <p>To inform: A short letter written from the perspective of someone who lives somewhere else in the world (Geography link)</p>	<p><u>Writing - Composition</u></p> <p>To entertain: A question-and-answer poem</p> <p>To entertain: A short 3rd person narrative inspired by our World Book Day text</p>	<p><u>Writing - Composition</u></p> <p>To inform: A short explanation text about...</p> <p>To persuade: A persuasive brochure persuading someone to visit: (a) Geog. – Antarctica (b) Geog. – Stroud</p>	<p><u>Writing - Composition</u></p> <p>To persuade: A persuasive poster linked to British Values – shared action project.</p> <p>To inform: A set of instructions</p>
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Maths

<p>Fluency, Reasoning, Problem-Solving</p>	<p>Y2: Number and Place Value; Shape, Addition</p> <p>Y3: Number and Place Value; Shape</p>	<p>Y2: Subtraction, Shape, Multiplication and Division, Position and Direction</p> <p>Y3: Multiplication tables; Addition and subtraction: Mental Methods</p>	<p>Y2: Multiplication tables, Length and Mass</p> <p>Y3: Fractions; Addition and Subtraction: Written Methods</p>	<p>Y2: Fractions, Time, Money</p> <p>Y3: Multiplication and Division; Money</p>	<p>Y2: Statistics, Capacity and Temperature</p> <p>Y3: Fractions: Calculating; Time</p>	<p>Y2: Place Value, Addition and Subtraction, Geometry and Measurement, Multiplication and Division, Fractions</p> <p>Y3: Length, Mass and Capacity; Angles, Statistics</p>
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Science

	Living things and their habitats – around the world (Y2 unit) Habitats, changing environments, rainforests and its problems, life in the ocean, Arctic and Antarctic habitats	Animals including humans – growth (Y2 unit) The needs of animals and humans for survival, importance of eating the right food, healthy, balanced diet, exercise, hygiene	Light (Y3 unit) Identify difference between light/non-light sources, reflective materials, shadows and how they change	Forces and Magnets (Y3 unit) How different things move on different surfaces, different types of magnets, everyday objects that are magnetic	Plants (Y2 unit) Explore what plants need to grow, difference between seeds and bulbs, life cycle of a plant, plants in different environments, observing plants over time	Rocks (Y3 unit) Formation and properties of different rocks, weathering and suitability of rocks for different purposes, how fossils are formed
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Religious Education (RE)

	2.3 What is the Trinity and why is it important to Christians?	2.2 What is it like for someone to follow God?	2.9 How do festivals and worship show what matters to Muslims?	2.11 How and why do people mark significant events of life?
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Personal, Social, Health, Economic (PSHE) / British Values

Health and wellbeing, Relationships, Living in the wider world	Me and My Relationships Y2: Our ideal classroom, how are we feeling, being a good friend and types of bullying	Valuing Difference Y3: Respect and challenge, family and friends, community, celebrating differences	Keeping Safe Y2: How safe would you feel...? I don't like that!	Rights and Respect Y3: Helping each other to stay safe, people who help, money	Being my best Y2: What does my body do and does it need? Basic first aid	Growing and changing Y3: Relationships, body space, secret or surprise? My changing body, basic first aid
	Mutual respect and tolerance What is fair and unfair? Children begin to explain fairness, include others and repair simple friendship fallouts.	Rule of Law What happens when rules are broken? Children learn about consequences, honesty and making things right.	Democracy How does voting work? Children use a ballot, count results and understand majority choice.	Individual Liberty What does freedom mean for children? Children explore choice with boundaries, especially around safety and respect.	Mutual respect and Tolerance What do different people believe and celebrate? Children compare a small number of beliefs, customs or celebrations without stereotyping.	Democracy, Responsibility, Respect How can we improve our local area? Children carry out a mini class project such as litter picking or caring for a shared space.

Computing / Online Safety

	<p>Y2: Route Explorers Children learn to build simple algorithms to move a screen turtle along routes.</p> <p>Y3: Route Planners Children will plan algorithms and write code that includes angles of turn to create routes for screen turtles</p> <p>Self-Image and Identity Children learn that other people may look and act differently online and what to do if they feel sad, worried, uncomfortable or frightened online.</p>	<p>Y2: The Internet Children learn about the internet, its purpose, how we access it and how to use it safely and effectively.</p> <p>Y3: Touch Typing Children learn correct posture, finger positioning and typing techniques to develop speed and accuracy, while understanding how these skills support safe and effective computer use.</p> <p>Online Relationships Children learn how people use technology to communicate, sometimes with people they don't know. They learn that they in charge of information they share.</p>	<p>Y2: Creating Pictures Children explore digital art creation through the use of a digital art tool and learn about famous art styles.</p> <p>Y3: Presentations Children will explore features of the presentation software then create and present their own slideshow presentations.</p> <p>Online Bullying Children learn what online bullying is and how it can make people feel. They learn what to do if they, or someone they know, is experiencing it.</p>	<p>Y2: Questioning Children explore how to ask questions to collect useful information and organise data using tally charts, pictograms and simple databases.</p> <p>Y3: Branching Databases Children learn how binary questioning is used to sort data records and about the importance of testing and debugging databases that they create.</p> <p>Managing Online information Children how to use search engines effectively and how to navigate a simple webpage. They learn that not all information online is real and how to tell the difference.</p>	<p>Y2: Coding Children explore, modify and create programs that include the use of timers and a variety of objects and actions.</p> <p>Y3: Coding Children will explore, modify and create programs that include the use of timers and a variety of objects and actions.</p> <p>Health, wellbeing and lifestyle Children learn how technology is used in different environments. They also explore how technology can affect their mood, sleep and relationships.</p>	<p>Y2: Making Music Children explore digital music creation through the use of the music tool, 2Sequence.</p> <p>Y3: Making Music Children learn about structuring a tune, creating music to represent a feeling and also making music to play in the background of a video clip.</p> <p>Privacy and Security Children learn about passwords and keeping information private and secure.</p>
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History / Geography

	<p style="text-align: center;">Why is our world wonderful? (Y2 unit)</p> <p>What are some of the UK's amazing features and landmarks? Where are some of the most amazing places in our world? Where are our oceans? What's amazing about our local area?</p>	<p style="text-align: center;">How was school different in the past? (Y2 unit)</p> <p>Were schools different in the past? How have they changed? What is similar and different about schools now and in the past?</p>	<p style="text-align: center;">Would you prefer to live in a hot or cold place? (Y2 unit)</p> <p>Where are the continents? Where are the coldest places on Earth? Where is the equator? Do we live in a hot or cold place?</p>	<p style="text-align: center;">Who lives in Antarctica? (Y3 unit)</p> <p>What is climate? Where is Antarctica and who lives there? Who was Shackleton?</p>	<p style="text-align: center;">What was important to ancient Egyptians?</p> <p>Where and when did the first civilisations appear? Why was the River Nile important to ancient Egyptians? How do we know so much about ancient Egypt?</p>
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Physical Education






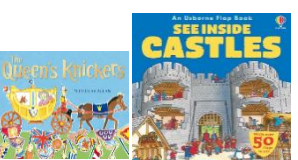
	<p>Gross Motor Skills: Fundamental movement skills, becoming more competent and confident, and extending agility, balance and coordination. Master basic movements including running, jumping, throwing and catching</p>					
	Endball	Dodgeball	Gymnastics/Dance	Orienteering	Batting and fielding	Athletics

Art and Design / Design Technology

<p>Design Make Evaluate</p>	<p style="text-align: center;">Craft and Design: Map it out (Y2 unit)</p> <p>Children to explore and create maps through various art forms, including drawing, working in relief, printmaking, and designing stained glass.</p>	<p style="text-align: center;">Textiles: Making pouches</p> <p>Children practice a running stitch and prepare and cut fabric to make a pouch from a template.</p>	<p style="text-align: center;">Drawing: Understanding tone and texture (Y2 unit)</p> <p>Exploring how artists use tone and texture, and applying these techniques in observational drawings.</p>	<p style="text-align: center;">Cooking: Smoothies</p> <p>Exploring fruits and vegetables, considering where they grow, and using them to make a smoothie.</p>	<p style="text-align: center;">Sculpture: Clay houses (Y2 unit)</p> <p>Shaping and decorating a clay pinch pot and a tile with features of a house.</p>	<p style="text-align: center;">Mechanisms: Moving Monsters</p> <p>Exploring pivots, levers and linkages, designing and making a monster</p>
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Music

<p>Singing Performing Listening and appraising Composing and improvising</p>	<p>Listening & appraising: Listen to music from different cultures and styles.</p>	<p>Composing & improvising: Improvise with clear musical guidance applying pitch, rhythm and tempo.</p>	<p>Singing: Sing a wide range of songs from memory Use dynamics and expression when singing Begin simple part singing including call and response.</p>	<p>Listening & appraising: Identify changes in sound including different families of instruments.</p>	<p>Listening & appraising: Describe music and identify key features in line with the elements of beat, pitch, rhythm and tempo Share opinions using simple musical vocabulary.</p>	<p>Performing: Play music using simple dot and stick notation.</p>
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<p>Termly Themes Year B</p>	<p>Coastal Explorers</p>	<p>Wings, wheels and wonders</p>	<p>Earth's Explosions</p>	<p>Romans on the move!</p>	<p>Our Living Landscape</p>	<p>Kings, Queens and Celebrations</p>						
<p>Key Texts</p>												
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<p>Fluency, Reasoning, Problem-Solving</p>	<p>Y2: Number and Place Value; Shape, Addition</p>	<p>Y2: Subtraction, Shape, Multiplication and Division, Position and Direction</p>	<p>Y2: Multiplication tables, Length and Mass</p>	<p>Y2: Fractions, Time, Money</p>	<p>Y2: Statistics, Capacity and Temperature</p>	<p>Y2: Place Value, Addition and Subtraction, Geometry and Measurement, Multiplication and Division, Fractions</p>
	<p>Y3: Number and Place Value; Shape</p>	<p>Y3: Multiplication tables; Addition and subtraction: Mental Methods</p>	<p>Y3: Fractions; Addition and Subtraction: Written Methods</p>	<p>Y3: Multiplication and Division; Money</p>	<p>Y3: Fractions: Calculating; Time</p>	<p>Y3: Length, Mass and Capacity; Angles, Statistics</p>

Science

<p>Living things and their habitats (Y2 unit)</p> <p>Living, dead and never alive, identifying plants and animals, design a suitable microhabitat, find out what animals eat to survive in their habitats.</p>	<p>Animals including humans – Life Cycles (Y2 unit)</p> <p>The human life cycle, stages of life, animal life cycles.</p>	<p>Everyday Materials (Y2 unit)</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</p>	<p>Animals including humans (Y3 unit)</p> <p>Learn that animals, including humans, need the right types and amount of nutrition and identify human and animal skeletons and muscles.</p>	<p>Scientific Enquiry (Y3 unit)</p> <p>Asking relevant questions, set up practical enquiries and fair tests, make careful observations and gather and present data in a variety of way to answer questions.</p>	<p>Plants (Y2 unit)</p> <p>Observe and describe how seeds and bulbs grow into mature plants and find out and describe how plants need water, light and suitable temperature to grow and stay healthy.</p>
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Religious Education (RE)

	2.1 What do Christians learn from the Creation story?	2.4 What kind of world did Jesus want?	2.10 How do festivals and family life show what matters to Jewish people?	2.9 Why is the Torah so important to Jewish people?	2.12 How and why do people try and make the world a better place?	
Personal, Social, Health, Economic (PSHE) / British Values						
Health and wellbeing, Relationships, Living in the wider world	<p>Me and My Relationships</p> <p>Y3: Friends are special, solving problems, rules</p> <p>Mutual respect and tolerance</p> <p>How do we show respect when we disagree?</p> <p>Children practice respectful talk, challenge unkind language and spot simple stereotypes.</p>	<p>Valuing Difference</p> <p>Y2: What makes us who we are, special people, how do we make others feel?</p> <p>Rule of Law</p> <p>Who make rules and why?</p> <p>Children compare home, school and community rules and begin to see why different rules exist.</p>	<p>Keeping Safe</p> <p>Y3: Safe or unsafe? Danger or risk? Alcohol and cigarettes – the facts</p> <p>Democracy</p> <p>Who represents us in school and beyond?</p> <p>Children talk in more depth about school council and local decision-making in simple terms.</p>	<p>Rights and Respect</p> <p>Y2: Getting on with others, feeling safe, playing games, looking at our environment</p> <p>Individual Liberty</p> <p>How can I make responsible choices?</p> <p>Children explore peer influence, consequences and speaking up.</p>	<p>Being my best</p> <p>Y3: Healthy eating, our bodies, I am fantastic!</p> <p>Mutual respect and Tolerance</p> <p>How are beliefs and ways of life expressed?</p> <p>Children compare a small number of beliefs, symbols, routines and traditions across communities.</p>	<p>Growing and changing</p> <p>Y2: Helping hands, respecting privacy, secrets that should never be kept</p> <p>Democracy, Responsibility, Respect</p> <p>How can a group create change?</p> <p>Children plan a shared action such as a class campaign or charity idea.</p>
	Computing / Online Safety					

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History / Geography

	<p>What is it like to live by the coast? (Y2 unit) What seas/oceans surround the UK? What is the coast? What are the features of the Jurassic coast? How do people use our local coast?</p>	<p>How did we learn to fly? (Y2 unit) Who were the Wright brothers? When was the first flight? Why is Bessie Coleman significant? What about Amelia Earhart? Why was the moon landing special?</p>	<p>Why do people live near volcanoes? (Y3 unit) How is the Earth constructed? Where are mountains found? Why do we get volcanoes? What are the effects of a volcanic eruption?</p>	<p>Why did the Romans settle in Britain? (Y3 unit) What was it like to live in Ancient Rome? Why did the Romans invade and settle in Britain? Why was the Roman army so successful?</p>	<p>Are all settlements the same? How? (Y3 unit) What is a settlement? How is land used in our local area changed over time?</p>	<p>What is a monarch? (Y2 unit) What is a monarch? Who is our monarch today? How did William the Conqueror become King of England? How did he rule? How did castles change?</p>
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Physical Education

	<p>Gross Motor Skills: Fundamental movement skills, becoming more competent and confident, and extending agility, balance and coordination. Master basic movements including running, jumping, throwing and catching</p>					
	Endball	Dodgeball	Gymnastics/Dance	Orienteering	Batting and fielding	Athletics

Art and Design / Design Technology

Design Make Evaluate	<p>Painting and Mixed Media: Life in Colour Colour magic, texture hunt, making textures, collage creation, developing detail</p>	<p>Mechanisms: Fairground Wheel Design a fairground wheel, planning the build, building the frame and wheels, adding pods and decoration, evaluate.</p>	<p>Drawing: Developing drawing skills See like an artist, shading, taking a closer look, imagination in bloom, paper to pixels.</p>	<p>Cooking Food groups, balanced meals, preparing ingredients, taste-testing and planning recipes.</p>	<p>Sculpture and 3D: Abstract shape and space Structural shapes, constructing in 3D, abstract sculpture</p>	<p>Sculpture: Constructing a castle Designing a castle with key features which satisfy a given purpose.</p>
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Music

Singing Performing Listening and appraising Composing and improvising	<p>Performing: Play tuned and untuned percussion instruments.</p>	<p>Listening & appraising: Describe the tempo music of a piece of music. Share opinions using simple musical vocabulary</p>	<p>Listening & appraising: Describe music and identify key features in line with the elements of beat, pitch, rhythm and tempo / Share opinions using simple musical vocabulary.</p>	<p>Performing: Play music using simple dot and stick notation / Play instruments together as a class or in a small group. Composing & improvising: Create rhythmic and melodic ideas / Use graphic score and simple notation.</p>	<p>Listening & appraising: Describe music and identify key features in line with the elements of pitch, timbre and tempo / Share opinions using simple musical vocabulary</p>	<p>Singing: Sing a wide range of songs from memory / Use dynamics and expression when singing / Begin simple part singing including call and response. Listening & appraising: Listen to music from different cultures and styles</p>
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