Kingfisher Curriculum Overview Year A 2023/24

<table>
<tr><td colspan="4">Autumn</td></tr>
<tr><td>English</td><td colspan="3">Fiction: Magic Porridge Pot – Finding Tales – Setting
Non-Fiction – Poppy's Day – Recount
Fiction: The Talking Papaya – Journey Tale – Character & Dialogue
Invent
Poetry</td></tr>
<tr><td>Maths</td><td colspan="2">Year 2:
Read and write 2-digit numbers
Compare and order numbers up to 100
Recall and use addition facts to 10
Find 10 more or less than a 2-digit number
Add two 2-digit numbers
Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
Know that addition is commutative and subtraction is not Subtract two 2-digit numbers
Recall and use subtraction facts to 10
Understand how multiplication can be represented
Know that multiplication is commutative and division is not
Understand how division can be represented
13. Describe turns using right angles</td><td>Year 3:
Read and write 3-digit numbers
Compare and order numbers up to 1000
Finding 10 or 100 more or less than a given number
Recognise and count in tenths
Recognise horizontal, vertical, perpendicular and parallel lines
Add numbers with up to 3-digits mentally
Subtract numbers with up to 3-digits mentally
Know and use multiplication facts for 3, 4 and 8 multiplication tables
Know and use division facts for 3, 4 and 8 multiplication tables</td></tr>
<tr><td>Science</td><td>Y2: Animals Including Humans
Notice that animals, including humans, have offspring which grow into adults
Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</td><td colspan="2">Y3: Animals including Humans:
Describe the simple functions of the basic parts of the digestive system in humans
Identify the different types of teeth in humans and their simple functions
Construct and interpret a variety of food chains, identifying producers, predators and prey.</td></tr>
<tr><td>RE</td><td colspan="3">Creation: Who made the world?
God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God.

Incarnation: Why does Christmas Matter to Christians?
Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news(for</td></tr>
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	example, to the poor, in Luke). • Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.
History	**Why do we celebrate Remembrance Day?** *Events beyond living memory that are nationally significant.* • I can explain why people wear poppies • I can begin to describe the event people are remembering by wearing poppies • I can describe some of the features of WW1 – soldiers, trenches etc • I know how people should act on Remembrance Day • I know why it is important to remember the people who died in WW1
Geography	Exploring the UK • To identify the countries of Europe. • To identify the countries and capitals of the United Kingdom • To locate UK cities using compass directions. • To identify human and physical features of the UK. – local links • To investigate satellite photos of the UK. • To compare the city and the countryside in the UK. – local links • To identify famous features and characteristics of each UK country. • To identify the flags of the United Kingdom. • To identify the four seasons of weather in the UK. NC Locational knowledge: • Locate the world's countries, using maps to focus on Europe (including the location of Russia) • Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Geographical skills and fieldwork: • Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Geographical skills & fieldwork: • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Human & Physical Geography: • Use basic geographical vocabulary to refer to key physical features (e.g. mountain) and key human features (e.g. city). • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Identify seasonal and daily weather patterns in the United Kingdom.

Art	Artist: Vincent Van Gogh **Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)** Experiment with tools and surfaces. Draw a way of recording experiences and feelings. Discuss use of shadows, Use of light and dark. Sketch to make quick records. **Colour (painting, ink, dye, textiles, pencils, crayon, pastels)** 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
PE	Fundamentals Gym Invasion Games Dance
Music	**On this island: British songs and sounds** Creating sounds to represent three contrasting landscapes: seaside, countryside and city **(Geography link)** Nativity
PSHE	Rules and my classroom NSPCC work No Outsiders – everyone is welcome Friends and family No Outsiders – Excluding others/making people welcome Respecting ourselves and others – Anti bullying Online safety
DT	**Structures: Baby Bear's Chair** Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use.
Computing	Computing systems and networks – IT around us Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly Creating Media – digital photography: Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.
MFL	**In a French classroom** Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'

Spring	
English	Invent Fiction: Jack and the bean Stalk – Portal story – Description Poetry Non-Fiction: GiantsRUs – Persuasion

	Invent Shakespeare Week Poetry	
Maths	Year 2: Know and use multiplication facts for 2, 5 and 10 multiplication tables Know and use division facts for 2, 5 and 10 multiplication tables Read scales in divisions of 1, 2, 5 and 10 Use standard units to measure length, mass and height Recognise and find one third Recognise and find three quarters Tell the time to quarter to/past and 5 minute intervals Calculate change Combine coins to make amounts	Year 3: Compare and order fractions with same numerator or same denominator Add numbers with up to 3-digits using a formal written method Subtract numbers with up to 3-digits using a formal written method Choose efficient methods to add and subtract numbers up to 3-digits Multiply 2-digit by 1-digit numbers mentally Divide 2-digit by 1-digit numbers mentally Multiply 2-digit by 1-digit numbers using a formal written method
Science	**Everyday material (Y2)** • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Year 3: **Electricity:** • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors. **Magnets:** • Compare how things move on different surfaces • 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 as having two poles • Predict whether two magnets will attract or repel each other, depending on which poles are facing.
RE	What do Christian people believe about love? (AMV) Salvation: What does Ester matter to Christians? Salvation: What does Easter matter to Christians? Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose from the dead, giving people hope of a new life.	
History	**What was it like to live in London in Samuel Pepys's time?** • *Events beyond living memory that are nationally significant.* • *Some should be used to compare aspects of life in different periods* Key Question: Could the Great Fire of London be prevented? (events beyond living memory that are significant nationally or globally) • To know that the Great Fire of London started in 1666. • To recall the events of the Great Fire of London • To understand that we can find out about the fire because Samuel Pepys wrote a diary. • To know that the fire started in Tom Farriner's Bakery. • To know that the fire spread so quickly because it was hot summer, the houses were close together and there was a strong wind. • To know that people fought the fire using water squirters, fire hooks and creating fire breaks. • To understand what life was like in 1666 and during the Great Fire of London. • To explain the consequences of the Great Fire of London and the changes which followed (damage to buildings, farmland, re-building the city, St. Paul's Cathedral, insurance, fire brigade).	
Geography	**How is where I live different to London?** **UK Countries – another area of UK –** • To locate London on a map • To know the countries of the UK and major cities • To know where the UK is in the world and identify the continents and oceans	

	• To compare London to long Sutton • Explore what it would be like to live in London • To understand the physical features of London • To use simple maps and plans NC Place Knowledge: • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Geographical skills and fieldwork: • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map •
Art	Artist: Antony Gormley **Texture (textiles, clay, sand, plaster, stone)** Overlapping and overlaying to create effects Use large eyed needles – running stitches Simple appliqué work Start to explore other simple stitches. Collage **Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)** 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 Sculpture work and that of other sculptors
PE	Gym Dance Invasion Games Net/racket games
Music	**Myths and legends** Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song (link Jack and the Bean Stalk)
PSHE	No Outsiders – Awareness of communication needs Safe Relationships – recap touch Respecting Ourselves and others No Outsiders - Families Online safety Anti Bullying recap
DT	**Food: Balanced Diet** Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap.
Computing	Programming A – Robot algorithms This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in

	different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them. Data and information - pictograms This unit introduces the learners to the term 'data'. Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.
MFL	**Bon Appetit** Learning about French food and exploring different cultural customs; using language detective skills to spot cognates and near cognates; expressing opinions and using their knowledge to role-play a visit to a French market.

Summer		
English	Fiction: Kassim and the Hungry Dragon – Warning Tale - Character Invent Non-fiction: Information on Dragons – Information Non-Fiction: How to find a Dragon's Lair – Instructions - directions	
Maths	Year 2: Calculate fractions of amounts Add and subtract fractions with the same denominator Tell the time to the nearest minute Calculate durations of events Measure the perimeter of shapes Identify angles in shapes Interpret bar charts Recall factor- factor-product relationships for 3, 4 and 8 multiplication tables	Year 3: Divide 1 and 2-digit numbers by 10 and 100 Add and subtract fractions with the same denominator beyond the whole Find families of equivalent fractions Recall factor-factor-product relationships for 6,7,9,11 and 12 multiplication tables Add and subtract decimal numbers (up to 2 decimal places) including measures and money Find the area of rectilinear shapes by counting squares Describe and plot positions on a 2-D grid as coordinates in the first quadrant Convert between analogue and digital 12 and 24-hour clocks and other units of time
Science	**All Living Things Y2:** • Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats	Year 3: **Plants**: • Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to

	provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. **Plants (Y2)** • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	grow) and how they vary from plant to plant. • Investigate the ways in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal **All Living things:** • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things
RE	Judaism: What do Jewish people believe about God and the covenant? (AMV) • Know that Jews believe in one God who created the universe. • Know basic elements of the story found in Genesis: • God made the world from nothing • God Makes everything in the world, including plants and animals • Man is the last to be made • Man is made last and is given responsibility to care for the world God has created • Know that the Jewish name for God is Adonai which mean 'Lord'. Jews use the name with great respect, never carelessly. Sometimes Jews write the words as God because of its sacredness. • Be able to recognise the Star of David as a symbol of Judaism, which represents the 6 days of creation found in Genesis. • Know that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants by God. • Raise and suggest answers to relevant questions in response to the story of creation. • Attempt to support their answers using reasons and/or information.	
History	*Events beyond Living memory nationally significant.* *Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study* - Boudicca's rebellion against Roman Rule in Britain; Learn about the Roman Empire and its impact/Romanisation of Britain. **Who was Boudicca and why is she remembered?** • To begin to understand what it was like to live in Roman occupied Britain in 61 CE before Boudicca's rebellion and what benefits the Romans had brought to Celtic life. • To understand the reasons why Boudicca led an uprising against the Romans in 60/61 CE. • To understand the way in which Boudicca's rebellion came about and the speed and violence with which 3 Roman towns were captured. To understand the way in which Boudicca's rebellion came to an end.	
Geography	**What would it be like to live in Kenya?** **Non European country – Kenya?**	

	• To be able to locate Kenya on a map • To learn the names and positions of the continents and oceans. • To know which regions are hot and which are cold • To find out about Kenya and its geography, cities & countryside • To compare life in Kenya with life in the UK and imagine living in Kenya • To compare rural and city locations in Kenya • To explore the similarities/differences between life in Kenya and the UK • To begin to learn about different Kenya landscapes **NC** Place Knowledge: • understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country Locational Knowledge: • Knowledge 7 Continents and 5 Oceans - the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical skills and fieldwork: • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key •
Art	**Printing (found materials, fruit/veg, wood blocks, press print, lino, string)** **Artist: Gustav Klimt** Print with a growing range of objects Identify the different forms printing takes **Pattern (paint, pencil, textiles, clay, printing)** Experiment by arranging, folding, repeating, Overlapping, regular and irregular patterning. Natural and manmade patterns Discuss regular and irregular
PE	Athletics Fielding and Striking Swimming
Music	**Dynamics, timbre, tempo and motifs (Theme: Space)** Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.
PSHE	No Outsiders – Peer pressure and empathy, Friendship and disability The environment Money Choices Health and Hygiene Changing and growing - privacy
DT	**Textiles: Pouches** Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.
Computing	Creating Media – Digital Music

	Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally. Programming B – Programming quizzes This unit initially recaps on learning from the Year 1 Scratch Junior unit 'Programming B - Programming animations'. Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects
MFL	**Shopping for French food** Exploring different ways to say 'the' when talking about shopping; applying new vocabulary and sentence structures to tell their own simple story about a trip to the shops.