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### Year 2/3 Curriculum Long Term Plan

Year	Subject	Autumn	Spring	Summer
Core Values		RESPECT COMPASSION INTEGRITY HOPE PERSEVERANCE		
2022-2023	Secrets to Success	 Try New Things.pdf  Concentrate.pdf  Work Hard.pdf	 Push Yourself.pdf  Imagine.pdf	 Improve.pdf  Understand Others.pdf  Don't Give Up.pdf
	RE Autumn 1	<p><b>God</b></p> <p>What do some stories in the Bible teach about God? <b>UC- 1:1</b></p> <p>How do Christians use symbols to explain what God is like?</p> <p>How do Christians use words, prayers, songs or hymns to describe God as 'three in one'?</p>	<p><b>Kingdom of God</b></p> <p>Why did Jesus teach his disciples to pray the Lord's Prayer?</p> <p>What do Jesus' parables tell Christians the Kingdom of God is like?</p>	<p><b>Discipleship</b></p> <p>Why did Zacchaeus change when he met Jesus?</p> <p>Why do Christians make promises at baptism?</p> <p>How does the Bible help Christians to live?</p>
	Autumn 2	<p><b>Incarnation</b></p> <p>Ensure chn can retell the nativity story.</p> <p>What does the visit of the magi tell Christians about Jesus? (The visit of the magi Matthew 2:1-12)</p> <p>Why do you think there are different stories about Jesus' birth?</p> <p>Nativity stories Luke 1: 26-28,2:1-7,2:8-20 Matthew 1:17-25; 2:1-24</p> <p>Why is Advent important to Christians?</p>	<p><b>Resurrection</b></p> <p>Why was the empty tomb good news for Christians?</p> <p>Why is the resurrection story important for Christians? <b>UC- 1:5</b></p> <p>How did you think Mary changed after visiting Jesus' tomb? (Jesus appears to Mary John 20:1-18)</p>	<p><b>Holy Spirit</b></p> <p>Ensure chn can what Christians say the Holy Spirit is like.</p> <p>How did the Holy Spirit change the disciples after the Day of Pentecost?</p> <p>What do Christian symbols teach about the Holy Spirit?</p> <p>What does Christian art teach people about the Trinity?</p>
	PSHE Autumn 1	<p><b>All About Me</b></p> <ul style="list-style-type: none"> <li>*To identify themselves in positive terms.</li> <li>*To understand the important of self-respect</li> <li>*To describe their identity in relation to common factors.</li> <li>*To identify those in their lives who can help and support them.</li> </ul>	<p><b>Keeping Safe and Managing Risk</b></p> <ul style="list-style-type: none"> <li>*Road Safety</li> <li>*Water Safety</li> <li>*How they can help and support the community by learning basic first aid.</li> </ul>	<p><b>Health and Self Care:</b></p> <ul style="list-style-type: none"> <li>*The definition of a drug and that drugs (including medicines) can be harmful to people</li> <li>*That medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use.</li> </ul>
	Autumn 2	<p><b>Bullying and Anti-bullying</b></p> <ul style="list-style-type: none"> <li>*To identify respectful relationships.</li> <li>*That the same principles apply to online relationships as to face-to-face relationships</li> <li>*To recognise bullying and how it can make people feel</li> <li>*About different types of bullying (including online) and how to respond to incidents of bullying</li> </ul>	<p><b>Physical Health</b></p> <ul style="list-style-type: none"> <li>*The characteristics and mental and physical benefits of an active lifestyle.</li> <li>*The importance of building regular exercise into daily and weekly routines and how to achieve this.</li> <li>*The risks associated with an inactive lifestyle (including obesity).</li> <li>*How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p><b>Relationships and Sex Education</b></p> <ul style="list-style-type: none"> <li>*That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>*How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>*How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>



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<b>PE</b>	Netball (6 hours) Rugby (6 hours) Football (6 hours) Dance (6 hours)	Badminton/Table tennis (6 hours) Gymnastics (6 hours) Hockey (6 hours) Basketball (6 hours)	Cricket (6 hours) Athletics (6 hours) Orienteering (6 hours) Outdoor pursuits (one day)
<b>History</b>	Events beyond living memory that are significant nationally [e.g. Great Fire of London, events commemorated through anniversaries Gunpowder Plot, Remembrance Day]	Changes within living memory - shopping Fabrics//fashion/clothes/silk mills - local area	<b>History:</b> Explorers! The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Christopher Columbus, Shackleton & Neil Armstrong, Sir Phillip Brocklehurst, Benard Lovel Angus' relative Marianne Brocklehurst - Egyptian display in Macc
<b>Geography</b>	Name, locate & identify characteristics of the 4 countries & capital cities of the UK and its surrounding seas. Use aerial photographs to recognise landmarks & basic human/physical features. Show significant national events on a UK map	Use simple fieldwork and observational skills to study shops in the local area	Use world maps, atlases and globes to identify, name and locate the 7 continents & 5 oceans. Identify the location of hot and cold areas of the world in relation to Equator and the North/South Poles.
<b>Science</b>	<b>Light &amp; Electricity</b> <b>Working scientifically</b> Observe and name a variety of sources of light, including electric lights, flames and the Sun Associate shadows with a light source being blocked by something Notice that light is reflected from surfaces. Find patterns that determine the size of shadows. Identify common appliances that run on electricity. Construct a simple series electrical circuit. Identify whether or not a lamp will light in a simple series circuit and recognise that a switch opens and closes a circuit. Recognise some common conductors and insulators, and associate metals with being good conductors	<b>Animals/Living Things &amp; their Habitats</b> <b>Working scientifically</b> Explore and compare the differences between things that are living, dead, and that have never been alive Identify that most living things live in habitats to which they are suited to. 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, 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. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<b>Forces &amp; Magnets</b> <b>Working scientifically</b> 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.
<b>DT</b>	Electricals and electronics - link to science. Sculpture - make a street? Flickering fire? Clay work - poppy to link with history	Textiles (art and DT) Mechanics - silk mill/Styal mill visit	Food - link to geography work and study food around the world



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	<b>ART</b>	Collage - foreground/background Link to the great fire of London	Textiles (art and DT)	Observational drawing and water colours Egyptian display?
	<b>Music</b>	Rhythmic development - drumming Pitch development - vocal work	Glockenspiels - musical notation	Film music Pop music
	<b>Computing</b>	Unit 2.1 Coding Unit 2.2 Online Safety Unit 2.5 Online Searching	Unit 2.3 Spreadsheets/linked to geography Unit 2.4 Questioning Unit 2.7 Making Music	Unit 2.6 Effective searching/linked to history Unit 2.6 Creating pictures Unit 2.8 Presenting ideas
	<b>Curriculum enrichment</b>			

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<b>Core Values</b>		<b>RESPECT COMPASSION INTEGRITY HOPE PERSEVERANCE</b>		
<b>2023-2024</b>	<b>Secrets to Success</b>	Try New Things.pdf Concentrate.pdf Work Hard.pdf	Push Yourself.pdf Imagine.pdf	Improve.pdf Understand Others.pdf Don't Give Up.pdf
	<b>RE</b> Autumn 1	<p>Good News</p> <p>Parables to recap and ensure chn know:</p> <ul style="list-style-type: none"> <li>* Parable of the Two House Builders Matthew 7:24-37</li> <li>* Healing of the ten lepers Luke 17:11-19</li> <li>* Healing of Jairus' daughter Mark 5:21-23; 35-43</li> </ul> <p>How does the Bible show Jesus living his life as good news?</p> <p>How do stories of Jesus encourage his disciples to live as good news?</p> <p>New parables:</p> <ul style="list-style-type: none"> <li>* Parable of The Pharisee &amp; Tax Collector Luke 18:9-14</li> <li>* Calming of the storm Luke 8:22-25</li> <li>* Healing of the paralysed man Mark 2:1-12</li> </ul> <p>How do Christians believe that God speaks good news to people through the life of Jesus?</p>	<p>Forgiveness</p> <p>How does prayer help Christians start again?</p> <p>Essential knowledge:</p> <p>Psalm 25:11-18; Psalm 32: 1-5;8-9;11 'Owning up and being forgiven'</p> <p>Jesus' Teaching: Lord's Prayer on forgiveness Matthew 6:5-14</p> <p>How did Jesus show forgiveness to those who betrayed him?</p> <p>Jesus' Life: Last Supper Luke 22:7-23 Trials of Jesus Luke 22:47 to Luke 23:25 Jesus forgiving Peter Mark 14: 27-31, 66-72. John 18:15-18; 21:15-19 Judas' betrayal Luke 22:1-6; 47-48</p>	<p>Creation</p> <p>Ensure chn can retell the story of creation.</p> <p>How did Adam and Eve spoil creation in Genesis?</p> <p>Why do Christians look after their local environment? <b>UC- 1:2</b></p> <p>How do Christians look after the wider world and why?</p>
	Autumn 2	<p>Christian Community</p> <p>To begin with, ensure chn can explain:</p> <ul style="list-style-type: none"> <li>*How do Christians worship God in church?</li> <li>*Why is the Bible important to Christians?</li> </ul>	<p>Salvation</p> <p>How is the cross an important symbol for Christians? <b>UC-F3</b></p> <p>What do Christians believe about salvation (being rescued/ found)?</p>	<p>Islam</p> <p>Why is Muhammad important to Muslims? Which teachings of Muhammad (pbuh) do Muslims try to follow? What do Muslims believe about the origins and</p>



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	<p>How do we know when someone belongs to a Christian community?          How are Christian communities different?          What do Christians mean when they use the word church?</p>	<p>Parable of the Lost Coin Luke 15:8-10          Parable of the Lost Son Luke 15:11-32          Why do Christians believe Jesus rescued people?          The story of Zacchaeus Luke 19:1-10 (visited in Year 1 'Discipleship')          Healing of ten lepers Luke 17:10-19 (visited in Year 2 'Good News')          Eucharist lessons</p>	<p>authority of the Qur'an? Why are there so many prophets in Islam?          How do Muslims show community is important in practice?          What are some of the Muslim traditions done at home?          Why do some Muslims fast during Ramadan?</p>
<p><b>PSHE</b>          Autumn 1</p>	<p><b>Mental health and emotional wellbeing:</b>          *About celebrating achievements and setting personal goals          *About dealing with put-downs          *About positive ways to deal with set-backs          *How to support others through caring and respectful relationships:          *how important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<p><b>Keeping Safe and Managing Risk</b>          *Staying safe when out playing with friends          *Recap road safety          *Playing out safely - no railways, electricity sub stations etc</p>	<p><b>Health and Self Care:</b>          *About the effects and risks of smoking tobacco and second-hand smoke          *About the help available for people to remain smoke free or stop smoking</p>
<p>Autumn 2</p>	<p><b>Bullying and Anti-bullying</b>          *Focus on behaviour online</p>	<p><b>Physical Health</b>          *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).          *The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.          *About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p>	<p><b>Relationships and Sex Education</b>          *Looking at what happens in puberty for boys and girls</p>
<p><b>PE</b></p>	<p>Fencing (6 hours)          Rugby (6 hours)          Hockey (6 hours)          Dance (6 hours)</p>	<p>Judo (6 hours)          Gymnastics (6 hours)          Football (6 hours)          Netball (6 hours)</p>	<p>Rounders (6 hours)          Athletics (6 hours)          Tennis (6 hours)          Outdoor pursuits (one day)</p>
<p><b>History</b></p>	<p><b>Conflict</b> over time and how has this impacted migration around the world - link to the local area: who has moved into our area and why, how did Cheshire respond to the crisis of the world wars?  <b>Include from British history:</b> Romans, Anglo Saxons and Viking, Tudors  <b>Include from World history:</b> Shang Dynasty, Benin - conflict with Europeans, Ancient Greece - Trojan war</p>		
<p><b>Geography</b></p>	<p>Link to invasion by the Romans. Name and locate countries and cities of <b>UK</b> and:          *Geographical regions          *Topographical features          *Land-use patterns          *How all of the above have changed over time.</p>		



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	Understand geographical similarities and differences through the study of human and physical geography of a region in the <b>UK and a region in a European Country</b> (Naples Bay). <b>Look at the impact of conflict</b>		
<b>Science</b>	<p><b>Working scientifically</b> <b>Rocks</b> Compare and group together different kinds of rocks Describe in simple terms how fossils are formed Recognise that soils are made from rocks and organic matter.</p>	<p><b>Working scientifically</b> <b>Uses of Everyday Materials: States of Matter</b> Distinguish between an object and the material from which it is made Identify and name everyday materials, Describe physical properties of materials Compare and group together everyday materials Find out how the shapes of solid objects made from some materials can be changed. Identify and compare the uses of everyday materials Compare how things move on different surfaces Observe that some materials change state when they are heated or cooled Identify the part played by evaporation and condensation</p>	<p><b>Working scientifically</b> <b>Plants/Living Things &amp; their Habitats</b> Identify and describe the functions of different parts of flowering plants. Explore the 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. Identify and name a variety of living things in the local and wider environment. Recognise that environments can change</p>
<b>DT</b>	Materials - measuring out to nearest mm		<p>Measuring in grams and kg to cook Print - William Morris (natural designs) Printing with parts of a plant</p>
<b>ART</b>			
<b>Music</b>	<p>Rhythmic development - drumming Pitch development - vocal work</p>	Recorders - musical notation	<p>World music Music history</p>
<b>Computing</b>	<p>Unit 3.1 Coding (6 weeks) Unit 3.2 Online Safety (3 weeks) Unit 3.3 Spreadsheets (3 weeks)</p>	<p>Unit 3.4 Touch typing (4 weeks) Unit 3.5 Email (6 weeks) Unit 3.6 Branching Databases (4 weeks)</p>	<p>Unit 3.7 Simulations (3 weeks) Unit 3.8 Graphing (3 weeks) Unit 3.9 Presenting (6 weeks)</p>
<b>Curriculum enrichment</b>			