Year 2/3: Overview of Long Term Planning – Year A

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| Subject | Term 1(Autumn)  **Hunters, Gatherers and Tribesmen** | Term 2(Spring)  **Staying Alive** | Term 3(Summer)  **Our Village** |
| Literacy | Autumn 1:  Stone Age to Iron Age – Stone Age Boy and Ug book study leading to writing own time slip narratives.  SPAG: Basic punctuation, synonyms, expanded noun phrases  Autumn 2:  Poetry based on Stone Age Boy and Ug. Studying poetry with predictable and patterned language.  SPAG: Word classes, syllable, adverbs | Spring 1:  Staying Alive:  Meerkat Mail: text structure and layout  Writing for information (based on My Body, Your Body)  SPAG: adverbial phrases, commas in lists, development of expanded noun phrases  Spring 2:  Fables (based on Aesop’s Fables/Just So Stories)  Animal poetry (based on Old Possum’s Book of Practical Cats)  Author study/biography (Rudyard Kipling)  SPAG: Subordination, time conjunctions, prepositions and paragraphing. | Summer 1:  Our village  Writing to persuade (including letter writing)  Playscripts (Based on If the World Was a Village)  SPAG: Dialogue, present tense writing, persuasive language  Summer 2:  Shape poems and calligrams  Report writing  SPAG: Facts and opinions, sentence starters |
| Maths | Problem solving throughout the term  Number and Place value  Addition and Subtraction  Properties of shape  Position and direction | Problem solving throughout the term  Multiplication and Division  (y6 – ratio and proportion)  Measurement | Problem solving throughout the term  Fractions  (y6 – Algebra)  Statistics  Fractions of shape |
| Science | Light and Shadow  Working scientifically | Animals including humans  Working scientifically | Habitats and living things  Working scientifically |
| ICT | eSafety  modelling the internet | eSafety  Scratch junior | eSafety  Collaborative communications (exploring and writing collaborative documents) |
| Geography | Seasonal and daily weather patterns in the UK. | Seasonal and daily weather patterns in the UK. | Local Study – settlement/land use and economy  Locational knowledge - parts of the UK  Skills and fieldwork  Physical and human geography of Leeming Bar  Seasonal and daily weather patterns in the UK. |
| History | Britain from Stone Age to the Iron Age  Late Neolithic hunter gatherers and early farmers e.g. Skara Brae  Bronze Age religion, Technology and travel e.g. Stonehenge  Iron Age Hill forts, tribal kingdoms, farming, art and culture  Remembrance – First and Second World Wars  Significant individual - Edith Cavell | Significant individual - Florence Nightingale | History of our village in living memory |
| DT | Strengthening and stiffening materials – making boxes | Cooking and nutrition | Technical Knowledge  Structures-  Bridge building |
| Art | Painting  Clay  Drawing -charcoal  Design and make products | Collage  Drawing – sketch books- pencils  Line | Sculpture  Architects and designers in history |
| Music | Listening – Picture from an Exhibition – Mussorsky  Pulse  Pitch | Listening – Carnival of the Animals – Saint Saens  Rhythm  Structure | Listening – ‘Peter and the Wolf’ – Sergey Prokofiev  Mood  Musical elements |
| P.E. | Dance activities  Gymnastic Activities  Invasion games: Attacking and defending  Invasion games: competitive activities | Swimming and water safety  Alternative and adapted games | Swimming and water safety  Striking and fielding games  Athletic activities |
| R.E. | Signs and symbols for Christians and Muslims. What symbols represent me and my school?  1.1 Who celebrates and what?  Jesus’ Birthday | 1.5 Creation and Thanksgiving  Christian Festivals: Holy week, Easter and Pentecost: Why do they matter? (R..E Today- effective RE planning file) | 1.6 Holy Places: What can we learn from visiting a religious building?  2.4 Why do people love their sacred places? What can we learn from visiting holy buildings? |
| PSHCE | Keeping myself safe | Becoming an active citizen | Me and my relationships |
| French | Moi!  Les couleurs | La jungle  Tutti Frutti | Vive le Sport  La meteo |