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 phrasesAutumn 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 layoutWriting for information (based on My Body, Your Body)SPAG: adverbial phrases, commas in lists, development of expanded noun phrasesSpring 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 villageWriting to persuade (including letter writing)Playscripts (Based on If the World Was a Village)SPAG: Dialogue, present tense writing, persuasive languageSummer 2:Shape poems and calligramsReport writingSPAG: Facts and opinions, sentence starters |
| Maths | Problem solving throughout the termNumber and Place valueAddition and SubtractionProperties of shapePosition and direction | Problem solving throughout the termMultiplication and Division(y6 – ratio and proportion)Measurement | Problem solving throughout the termFractions(y6 – Algebra)StatisticsFractions of shape |
| Science | Light and ShadowWorking scientifically | Animals including humansWorking scientifically | Habitats and living thingsWorking scientifically |
| ICT | eSafetymodelling the internet | eSafetyScratch junior | eSafetyCollaborative 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 economyLocational knowledge - parts of the UKSkills and fieldworkPhysical and human geography of Leeming BarSeasonal and daily weather patterns in the UK. |
| History | Britain from Stone Age to the Iron AgeLate Neolithic hunter gatherers and early farmers e.g. Skara BraeBronze Age religion, Technology and travel e.g. StonehengeIron Age Hill forts, tribal kingdoms, farming, art and cultureRemembrance – First and Second World WarsSignificant 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 KnowledgeStructures-Bridge building |
| Art | PaintingClayDrawing -charcoalDesign and make products | CollageDrawing – sketch books- pencilsLine | SculptureArchitects and designers in history |
| Music | Listening – Picture from an Exhibition – MussorskyPulsePitch | Listening – Carnival of the Animals – Saint SaensRhythmStructure | Listening – ‘Peter and the Wolf’ – Sergey ProkofievMoodMusical elements |
| P.E. | Dance activitiesGymnastic ActivitiesInvasion games: Attacking and defendingInvasion games: competitive activities | Swimming and water safetyAlternative and adapted games | Swimming and water safetyStriking and fielding gamesAthletic 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 ThanksgivingChristian 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 jungleTutti Frutti | Vive le SportLa meteo |