

Long term planning 2023 - 2024

Class: Year 2 & 3

Teacher: Mr Gillard & Mrs Atkins

Year group:	Autumn 1 6.5WKS	Autumn 2 7WKS	Spring 1 5.5 WKS	Spring 2 6WKS	Summer 1 6WKS	Summer 2 8 WKS
CHARACTER VIRTUES	Reflection Gratitude	Motivation Creativity	Patience Critical Thinking	Justice Helpfulness Aspiration and Leadership	Service/Volunteering Confidence Caring	Courtesy Honesty Reflection
UN GOALS	5, 10	11, 16, 17	3	9, 13, 14, 15	4, 8, 11, 16	1, 2, 6, 7 & 12
ENGLISH Including key texts.	<u>Fiction</u> Stories in familiar settings Essential books: The Huge Bag of Worries by A Browne Once Upon an Ordinary School Day by C McNaughton The Huge Bag of Worries by V Ironside <u>Non-Fiction</u> Information Texts Essential books: Think of an eel by K Wallace and M Bostock Let's Learn About Eels by B Sartori Fantastic Facts about Electric Eels by M Merchant <u>Poetry</u>	<u>Fiction</u> Traditional Tales Essential books: Use Your Imagination by N Byrne Good Little Wolf by N Shireen The Scariest Baddy Ever – Hamilton Group Readers <u>Non-Fiction</u> Letters Essential books: The Hueys in It Wasn't Me by O Jeffers Stuck by O Jeffers <u>Poetry</u> Classic Poems Essential books: The Owl and the Pussy-cat by E Lear The Further Adventures of the Owl and the Pussy-cat by J Donaldson	<u>Fiction</u> Books by the same illustrator Essential books: Angry Arthur by H Oram In The Attic by H Oram Millie's Marvellous Hat by S Kitamura <u>Non-Fiction</u> Non-chronological reports Essential books: Report on Unicorns – Hamilton Group Reader Tell Me a Dragon by J Morris Dragons Truth, Myth and Legend by D Passes and W Anderson George and the Dragon by C Wormell <u>Poetry</u>	<u>Fiction</u> Stories with an element of fantasy Essential books: Otto the Book Bear by K Cleminson The Library Lion by M Knudsen The Cat in the Kitchen – Hamilton Group Reader <u>Non-Fiction</u> Recounts Essential books: Saluki Hound of Bedouin by J Johnson The Great Serum Race, Blazing the Iditarod Trail by D S Miller The Cat's Journey – Hamilton Group Reader <u>Poetry</u> Humorous poems Essential books:	<u>Fiction</u> Stories from the recent past Essential books: Madeline by L Bemelmans Madeline in London by L Bemelmans Flat Stanley by J Brown <u>Non-Fiction</u> Instructions and explanations Essential books: The Usborne Official Detective's Handbook by Various <u>Poetry</u> Poems on a theme: monsters Essential books: It's Behind You by P Cookson and D Harmer	<u>Fiction</u> Legends – Robin Hood Essential books: The adventures of Robin Hood by M Williams Disney's animated Robin Hood – DVD <u>Non-Fiction</u> Persuasive writing Essential books: The Promise by N Davies The Journey by A Becker <u>Poetry</u> Poems of the World – nature poems Essential books: All the Wild Wonders edited by W Cooling The Works 2 chosen by B Moses and P Corbett

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	A study of a poet - Zephaniah Essential books: Funky Chickens by B Zephaniah	Macavity the Mystery Cat by T.S. Eliot The Song of Mr Toad – Hamilton Group Readers The Works chosen by P Cookson	Poems by the same writer Essential books: Please Mrs Butler by Allan Ahlberg	The Puffin Book of Fantastic First Poems edited by J Crebin	What are Monsters like? – Hamilton Group Reader	
MATHS coverage	Inspirational maths (1 week) Place Value (3 Weeks) Addition and subtractions (2 Weeks)	Addition and Subtraction (4 weeks) Assessment week (1 week) Multiplication (1 weeks) Consolidation (1 Week)	Multiplication (2 weeks) Division (2 weeks) Statistics (2 weeks)	Length & height (1 weeks) Shape, position & direction (3 weeks) Assessment week (1 week) Fractions & consolidation (1 week)	Fractions & consolidation (3 weeks) Time (2 weeks) Problem Solving & efficient Methods (1 week)	Mass, Capacity & temperature (3 weeks) Assessment week (1 week) Consolidation & investigations (2 weeks)
SCIENCE Year 3 /4 Hamilton A	Forces & Magnets	Animals inc. Humans	Living Things & Their Habitats	Plants	States of Matter	Sound
Year 2 HISTORY Cycle A Mixed Y1/2		<u>How am I making history?</u> <u>Pupils who are secure will be able to:</u> Order three photographs correctly on a simple timeline. Use the terms 'before' and 'after' when discussing their timelines. Talk about three memories and place one of them on a timeline. Explain why memories are special and name four	<u>How have toys changed?</u> <u>Pupils who are secure will be able to:</u> Discuss their favourite toy using language related to the past. Ask questions about toys in the past. Make comparisons between toys in the past and present. Sequence artefacts from different periods of time. Identify changes		<u>How did we learn to fly?</u> <u>Pupils who are secure will be able to:</u> Identify important events surrounding the history of flight. Explain how a significant event has changed the lives of others. Ask questions about people and events in the past. Use primary sources to find out about people and	

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		<p>events that they celebrate throughout the year. Think of three ways they celebrate their birthday. Ask a visitor one question about childhood in the past. Know a similarity and a difference between childhood now and in the past. Add three ideas to a time capsule about themselves. Use key vocabulary to compare the present, the past and possible changes in the future.</p>	<p>between teddy bears today and those from 100 years ago. Describe how toys have changed over time.</p>		<p>events in the past. Correctly order five events on a timeline.</p>	
<p>Year 3 HISTORY Cycle A Mixed Y3/4</p>		<p><u>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</u></p> <p><u>Pupils who are secure will be able to:</u></p> <p>Understand that prehistory was a long time ago. Accurately place AD and BC on a timeline. Identify conclusions that are certainties and possibilities based on archaeological evidence. Explain the limitations of archaeological evidence. Use artefacts to make deductions about the Amesbury Archer's life.</p>	<p><u>British history 2: Why did the Romans settle in Britain?</u></p> <p><u>Pupils who are secure will be able to:</u></p> <p>Explain the meaning of empire and invasion. Understand the chronology of the Roman invasion of Britain. Identify the consequences of the Roman invasion. Create an interpretation of Boudicca using sources. Explain why the Romans needed a powerful army. Identify a soldier's equipment.</p>		<p><u>British History 3: How hard was it to invade and settle in Britain?</u></p> <p><u>Pupils who are secure will be able to:</u></p> <p>Explain how the Britons felt when the Romans left Britain. Suggest reasons for the Anglo-Saxon invasion of Britain. Name the key features of Anglo-Saxon settlements. Identify changes and continuities in settlements from prehistoric Britain. Make inferences about artefacts. Describe how</p>	

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		<p>Identify gaps in their knowledge of the Bronze Age.</p> <p>Explain how bronze was better than stone and how it transformed farming.</p> <p>Explain how trade increased during the Iron Age and why coins were needed.</p> <p>Identify changes and continuities between the Neolithic and Iron Age periods.</p> <p>Explain which period they would prefer to have lived in, providing evidence for their choice.</p>	<p>Explain how the Roman army was organised and perform simple manoeuvres and drills.</p> <p>Make observations about an artefact.</p> <p>Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.</p>		<p>Anglo-Saxon beliefs changed.</p> <p>Explain how missionaries spread Christianity.</p> <p>Explain the threat the Vikings posed to the Anglo-Saxons.</p> <p>Identify the qualities needed to be a monarch in 1066.</p>	
<p>Year 2</p> <p>GEOGRAPHY</p> <p>Cycle A</p> <p>Mixed 1/2</p>	<p><u>What is it like here?</u></p> <p><u>Pupils who are secure will be able to:</u></p> <p>Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.</p> <p>Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.</p> <p>Recognise four features in the school grounds using a map.</p> <p>Explain how they feel</p>			<p><u>What is the weather like in the UK?</u></p> <p><u>Pupils who are secure will be able to:</u></p> <p>Name and locate the four countries on a map of the UK.</p> <p>Identify the country they live in.</p> <p>Identify the four seasons.</p> <p>Describe some seasonal changes.</p> <p>Identify the four compass directions.</p> <p>Use the compass directions to describe the location of features.</p> <p>Observe and describe</p>	<p>PLAN FIELDWORK TRIP FOR NEXT GEOGRAPHY UNIT</p>	<p><u>What can you see at the coast?</u></p> <p><u>Pupils who are secure will be able to:</u></p> <p>Name and locate the seas and oceans surrounding the UK in an atlas.</p> <p>Label these on a map of the UK.</p> <p>Describe the location of the seas and oceans surrounding the UK using compass points.</p> <p>Define what the coast is.</p> <p>Locate coasts in the UK.</p> <p>Name some of the physical features of coasts.</p>

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	<p>about three areas of the playground and find out how others feel by looking at the results of a survey.</p> <p>Draw a design to improve three areas of the playground using the results from the survey.</p>			<p>daily weather patterns. Begin to locate the four capital cities of the UK. Explain what the weather is like during each season in the UK. Suggest appropriate clothing and activities for each season. Lessons 3 and 4 involve fieldwork on the school grounds.</p>		<p>Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used. Lesson 5 involves fieldwork in the local coastal town (if this is not possible, visit a local village, town or city that attracts visitors. Please note: if a coast is not visited, parts of the lesson plan may need to be amended to suit the chosen location).</p>
<p>Year 3 GEOGRAPHY Cycle A Mixed Y3/4</p>	<p><u>Why do people live near volcanoes?</u></p> <p><u>Pupils who are secure will be able to:</u></p> <p>Name all four layers of the Earth in the correct</p>		<p>PLAN FIELDWORK TO LOCAL WOODLAND FOR NEXT GEOGRAPHY UNIT</p>	<p><u>Why are rainforests important to us?</u></p> <p><u>Pupils who are secure will be able to:</u></p> <p>Describe a biome and give an example.</p>		<p><u>Where does our food come from?</u></p> <p><u>Pupils who are secure will be able to:</u></p> <p>Identify that different foods grow in different</p>

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	<p>order, stating one fact about each layer.</p> <p>Explain one or more ways a mountain can be formed.</p> <p>Give a correct example of a mountain range and its continent.</p> <p>Describe a tectonic plate and know that mountains occur along plate boundaries.</p> <p>Correctly label the features of shield and composite volcanoes and explain how they form.</p> <p>Name three ways in which volcanoes can be classified.</p> <p>Describe how volcanoes form at tectonic plate boundaries.</p> <p>Explain a mix of negative and positive consequences of living near a volcano.</p> <p>State whether they would or would not want to live near a volcano.</p> <p>State that an earthquake is caused when two plate boundaries move and shake the ground.</p> <p>Explain that earthquakes happen along plate boundaries.</p> <p>List some negative effects that an earthquake can have on</p>			<p>State the location and some key features of the Amazon rainforest.</p> <p>Name and describe the four layers of tropical rainforests.</p> <p>Understand that trees and plants adapt to living in the rainforest and give an example.</p> <p>Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.</p> <p>Name one way in which the Amazon is changing.</p> <p>Articulate why the Amazon rainforest is important.</p> <p>Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.</p> <p>Use a variety of data collection methods with support.</p> <p>Summarise how the local woodland is used and suggest changes to improve the area.</p> <p>Lesson 5 involves fieldwork in a local woodland.</p>		<p>biomes and say why.</p> <p>Explain which food has the most significant negative impact on the environment.</p> <p>Consider a change people can make to reduce the negative impact of food production.</p> <p>Describe the intentions around trading responsibly.</p> <p>Explain that food imports can be both helpful and harmful.</p> <p>Describe the journey of a cocoa bean.</p> <p>Locate countries on a blank world map using an atlas.</p> <p>Use a scale bar correctly to measure approximate distances.</p> <p>Collect data through an interview process.</p> <p>Analyse interview responses to answer an enquiry question.</p> <p>Discuss any trends in data collected.</p> <p>Lesson 5 involves fieldwork on the school grounds.</p>
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	a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data. Lesson 6 involves fieldwork on the school grounds.					
KG COMPUTING Cycle A	What is a computer?	Algorithms and debugging	Word processing	Emailing	Programming: Scratch	Video Trailers
JA MUSIC Cycle B	Dynamics, timbre, tempo, and motifs. (Y2)	Myths and legends (Y2)	Orchestral instruments (Y2) (From program A - not taught due to a term of KS1 swimming)	Sound African Instrumental	Creating a composition in response to an animation (Year 3)	Instrumental lesson Caribbean change
JA MFL: Cycle A	French greetings with puppets (4 lessons)	French adjectives of colour, size and shape (5 lessons)	Playground games - numbers and age (5 lessons)	In a French classroom (5 lessons)	Bon appétit! (5 lessons)	Shopping for French food (5 lessons)
JA ART/ DT Cycle A	Structure: Constructing a windmill	Craft and Design: map it out.	Mechanical: Slingshot car	Painting and Mixed media: colour splash	Textiles: puppets	Drawing: growing artists
JA PSHE Middle Cycle : First Year	<u>Me and my relationships</u> <ul style="list-style-type: none"> being a good friend as a rule my special pet an email from Harold! Ok or not ok? (part 1 & 2) 	<u>Rights and responsibilities</u> <ul style="list-style-type: none"> Harold goes camping our helpful volunteers helping each other to stay safe who helps us to stay healthy and safe? it's your right. 	<u>Valuing difference</u> <ul style="list-style-type: none"> solve the problem family and friends my community can you sort it? 	<u>Being my best</u> <ul style="list-style-type: none"> what does my body do? Derek cooks dinner (healthy eating) Poorly Harold What makes me me? Making choices 	<u>Keeping myself safe</u> <ul style="list-style-type: none"> *should I tell? * safe or unsafe? * Danger or risk? the risk robot danger, risk or hazard? picture wise? 	<u>Growing and changing</u> <ul style="list-style-type: none"> my body, your body? relationship tree body space moving house
KG RE	2a.1: CREATION/	How do festivals	2a.2 PEOPLE OF	How do festivals	2a.4 GOSPEL:	How and why do

