

Slingsby County Primary School - LONG TERM PLANNING								
Cycle A 2016 - 2017 – Class Two								
	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
Theme - <b>History</b> <b>Geography</b>	<b>Changes in Britain from Stone Age to Iron Age</b> <b>Local Knowledge – village</b> Human and Physical - use basic geographical vocab to refer to key physical features, forest, hill, river, soil, valley season and weather. Key human features – village and farm Use Aerial photographs Late Neolithic hunter gathers and early farmers – Skara Brae. Iron age hill forts, tribal kingdoms, farming art and culture.			Plague with a review of the Great Fire of London Place knowledge – cities, place, countries UK London Name and locate capital city – London. Key physical features – river, valley, Use aerial photographs to look at landmarks – devise a simple map. Events beyond living memory – timeline, identify similarities and differences as a way of life. They should ask and answer questions – hot seating. How can we find out about things that have happened in history.			Vikings European countries, settlements and Journeys Human and Physical - use basic geographical vocab to refer to key physical features, forest, hill, river, soil, valley season and weather. Key human features – village and farm Use Aerial photographs. Roman withdrawal from Britain and the fall of the western empire. Ango Saxon invasions, settlements and kingdoms: place names and village life. Anglo Saxon Art and Culture, Christian conversion – Canterbury, Iona, Lindisfarne  <b>European Week Study (After test week)</b>	
English Fiction N Fiction Poetry	<ul style="list-style-type: none"><li>Stories by the same author (N) (3-4 weeks)</li><li>Recounts (NF) (2 weeks)</li><li>Favourite poems (1 week)</li></ul>	<ul style="list-style-type: none"><li>Quest and Adventure Stories (N) (3-4 weeks)</li><li>Information text – Dinosaurs link to fossils (NF) (2 weeks)</li><li>Humorous poems (1 week)</li></ul>		<ul style="list-style-type: none"><li>Traditional tales (N) (3-4 weeks)</li><li>Recounts (NF) (2 Weeks)</li><li>The senses Poem (1 week)</li></ul>	<ul style="list-style-type: none"><li>Stories in familiar settings (N) (3-4 weeks)</li><li>Recounts (NF) (2 Weeks)</li><li>Songs and repetitive poems (1 week)</li></ul>		<ul style="list-style-type: none"><li>Stories involving fantasy (N) (3-4 weeks)</li><li>Instructions (NF) (2 weeks)</li><li>Poems about birds (1 week)</li></ul>	<ul style="list-style-type: none"><li>Traditional tales from a variety of countries (N) (3-4 weeks)</li><li>Information texts (NF) (2 weeks)</li><li>Humorous poems (1 week)</li></ul>
Maths Number Sh,Data,M	ABC 1	CDE1		ABC 2	CDE 2		ABC 3	CDE 3
Science	Seasonal changes (week 1) Rocks 1. Group and compare together different kinds of rocks on the basis of their appearance and simple physical properties.	Seasonal changes (week 1) Rocks 2. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. 3. Recognise that soils are made from rocks and organic matter.		Seasonal changes (week 1) Yr 2 Uses of everyday materials <ul style="list-style-type: none"><li>Identify and compare the uses of a variety of every day materials (wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li></ul>	Seasonal changes (week 1) Yr 2 Uses of everyday materials <ul style="list-style-type: none"><li>Find out how the shapes of a solid object made from some materials can be changed by squashing, bending, twisting and stretching.</li></ul>		Seasonal changes (week 1) Year 2/3 Animals including Humans <ul style="list-style-type: none"><li>Notice that animals inc humans have offspring that become adults.</li><li>Find out about and describe the basic needs of animals including humans for survival (water, food and air)</li></ul>	Seasonal changes (week 1) Year 2/3 Animals including Humans <ul style="list-style-type: none"><li>Identify that animals inc humans need the right types and amount of nutrition, and that they can't make their own food: they get nutrition from what they eat.</li><li>Humans have skeletons and muscles for support,</li></ul>

						protection and movement.	
ICT	Powerpoint presentations	Search engines and word processing skills.		Coding	Branch diagrams and classification	Spreadsheets	Using MS Publisher
Art/ DT	Observation drawing assessment Cave art	Moving monsters – pneumatics (QCA)		Observation drawing assessment Colour wheels Making a Scarecrow - link to Scarecrow Festival	Plague Comic Strip (Mr Smith)	Observation drawing assessment Viking Long ships / Making Shields / Viking runes	Papier-mâché broches and Anglo Saxon Jewellery  <b>Art week – Canvas pictures</b>
R.E.	(2.7 North Yorks) Values – What Matters Most? Islam / Muslim	Christmas Communication Islam / Muslims Yr 3  Hope Central – Christmas Story – Class Trip		(2.1 North Yorks) What Makes Jesus an Inspiration for Some People? Who is Inspiring to Me? Christianity	Easter Communication and Christianity	Light and Dark – What do symbols mean?  Buddhism	Light and Dark – What do symbols mean?  Buddhism
PE	Basic movements Dance	Ball Games		Gymnastics	Invasion games	Field games Swimming	Athletics
PSHCE Using the units from SEAL	New beginnings How to look after class and school	Say no to bulling Caring for myself and others		Getting on falling out – relationships My Feelings and those of others	Good to be me Being happy	Going for gaols Persevering	Changes Always learning
music	Music in our surrounding – look at rhythm beat Christmas performance To chant a short rhythmic pattern keeping a steady pulse To sing a short musical pattern with a steady beat or pulse To chant and sing a short musical pattern keeping a steady pulse.			Famous musicians- list concentrate understand range of music – live or record Easter performance To sing a tune accurately x 3 weeks To create sounds and put them together To sing play a short musical pattern keeping a steady pulse.		Musical transport. Experiment with create, select and combine sounds using the interrelated dimensions of music End of year performance To recognise sounds and patterns. To recognise sounds and put them into patterns To change sounds and put them into patterns To make up short patters and repeat them.	
French	Moi (Me) and numbers to 10, alphabet, classroom language	Les Couleurs (Colours) numbers to 10 and classroom language	La Jungle (Animals) and numbers to 10, classroom language	Tutti Frutti and numbers to 20, alphabet, classroom language	Vive le sport, numbers and alphabet, classroom language	La Meteo (weather) and numbers to 10, alphabet and classroom language	