

Slingsby County Primary School - LONG TERM PLANNING

Cycle B 2023 - 2024 – Class Two (KS1 / KS2)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme - History Geography | <p><u>The Great Fire of London - Significant historic event from the 17th Century!</u></p> <ul style="list-style-type: none"> Contrast fire-safety from the past with today. Study the buildings of the period and create your own buildings. Study St Paul's Cathedral and make sketches, prints, clay sculptures and 3D models inspired by this great building. Enthused by the famous diarists Samuel Pepys and John Evelyn Write diaries and learn about the food of the time and bake bread. (KS1) <p><u>Would you prefer to live in a hot or cold place? (Kapow Year 2 Geography)</u></p> <ul style="list-style-type: none"> To name and locate the seven continents. To locate the North and South Poles. To locate the Equator on a world map. To compare the UK and Kenya. To investigate local weather. To identify key features of hot and cold places. | | <p><u>Why is our world wonderful? - Kapow - (Year 2) Geography</u></p> <ul style="list-style-type: none"> Identify geographical characteristics of the UK. Locate some of the world's most amazing places. Know the names of the 5 oceans and locate them on a map. To understand how to draw human and physical features on a map. Investigate local habitats. <p><u>Who lives in Antarctica? – Kapow – Geography – Year 3</u></p> <ul style="list-style-type: none"> What is climate? Where is Antarctica? Who lives in Antarctica? Who was Shackleton Plan an expedition around school. | | <p><u>Stone Age to Iron Age – LKS2 – History</u></p> <ul style="list-style-type: none"> Investigate how we know about Britain's prehistory and make a basic timeline with the main dates of the periods in Stone Age to Iron Age Britain Learn about late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Learn about the amazing development of food and cooking from the Stone Age to the Iron Age. Learn about the course of events that might have led Stone-Age people to move from hunting and gathering to farming. Discover technology and inventions from the Stone Age to the Iron Age and speculate why these changes came about. Research the development of religion in prehistory. Design and build a replica Stonehenge. Learn about the development of homes and settlements from the Stone Age to the Iron Age. Investigate life as a villager in those times. | |

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| English Fiction N Fiction Poetry | <ul style="list-style-type: none"> Fantasy stories – The Bear and the Piano – David Litchfield Instructions – Neil Gaiman Classic Poems – Edward Lear | <ul style="list-style-type: none"> Stories on a theme of nature. The midnight Gardener, The Girl who planted trees. Poems linked to towers | <ul style="list-style-type: none"> Exploring the stories of Atinuke – Fiction – Stories by the same author. Non-fiction – Biographies and autobiographies. Poems by the same poet – Zaro Weil | <ul style="list-style-type: none"> Stories on a theme – stories about the wild. Monster poems Information texts - Dinosaurs | <ul style="list-style-type: none"> Stories about emotions and being angry. Poems by the same poet – Zaro Weil | <ul style="list-style-type: none"> Report and persuasive writing – linked to helping the planet – ‘Can we really help the planet’ – Katie Daynes Stories on a theme of kindness and hope – ‘The Station Cat’ - Stephen Hogtun, ‘A cat called Waverley’ -Debi Gliori’. |
| Maths Number | <ul style="list-style-type: none"> Place value Addition and subtraction | <ul style="list-style-type: none"> Addition and subtraction Multiplication and division | <ul style="list-style-type: none"> Statistics Length and height | <ul style="list-style-type: none"> Shape Fractions | <ul style="list-style-type: none"> Time Problem solving | <ul style="list-style-type: none"> Mass and capacity and temperature Consolidation and investigation |
| Science Year 2 Science Objectives | <p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> Identify and compare the uses of a variety of everyday materials including wood, metal, plastic, glass, brick for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | | <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> Explore and compare the difference between things that are living, dead and never been alive. Identify that most living things live in a habitat. Identify and name a variety of plants and animals in their habitats. Describe how animals obtain their food. | | <p><u>Plants</u></p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow. Find and describe how plants need, air, water and light to grow. <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> Notice that animals and humans have off spring that grow into adults. Find and describe the basic needs of adults Describe the importance for humans of exercise, eating the right amounts of food. | |
| Computing | Computing systems and networks (Yr 2) | Creating media – digital photography (Yr 2) | Creating media making music (Yr 2) | Data and information pictograms (Yr2) | Robot Algorithms (Yr 2) | An introduction to Quizzes (Yr 2) |
| Art/ DT | <ul style="list-style-type: none"> Sculpture and 3D clay houses – inspired by Rachel | <ul style="list-style-type: none"> Making cushions – textiles (DT, Year 3) | <ul style="list-style-type: none"> Cooking and nutrition – a balanced diet | <ul style="list-style-type: none"> Drawing, tell a story (Year 2, 5 lessons) | <ul style="list-style-type: none"> Painting and mixed media – prehistoric painting (Year 3) - 5 lessons | <ul style="list-style-type: none"> Mechanical systems – Pneumatic Toys – Year 3 |

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| | Whitread. (Year 2) | | | | | | |
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| R.E. | What we can learn from sacred books? | Who is Jewish and what do they believe? | What is a Muslim and what do they believe? | How and why do we celebrate special and sacred times? | How should we care for others and the world and why does it matter? | How should we care for others and the world and why does it matter? |
| PE | Swimming (Year 2) Netball (Year 3) | Communication and tactics (Year 3) Dance – Mr Candy’s Sweet Factory – Year 2 | Feet 1 ball skills (Year 2) Games and invasion - Basketball | Ball skills – hands (Year 2) Dance – Explorers – (Year 2) | Tennis (Year 3) Jumping (Year 2) | Games for understanding (Year 2) Athletics (Year 3) |
| PSHE / RSE | • Families and relationships. | • Health and Wellbeing | • Safety and the changing body. | • Citizenship | • Economic wellbeing | • Economic wellbeing and transition. |
| Music | | | | | | |
| MFL | • French Greetings using puppets | • French adjectives <ul style="list-style-type: none"> ○ Colour ○ Size ○ Shape • French artist Matisse | • French playground <ul style="list-style-type: none"> ○ Games ○ Numbers ○ Age | • In a French classroom | • Travel and Transport | • A circle of life in French <ul style="list-style-type: none"> ○ Animal nouns ○ French food |