

Slingsby County Primary School - LONG TERM PLANNING

2024 - 2025 – Class Two

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme - History Geography</p>	<p>How was school different in the past? – History</p> <p>Understanding that although schools have been in the local area for a long time, they have not always been the same</p> <p>Identifying historical similarities and differences; using a range of sources to recognise continuity between children’s lives past and present.</p> <ul style="list-style-type: none"> • Were schools different in the past • Have schools changed within living memory • How were schools different in 1900 • How have schools changed • What is similar and different • Would you have preferred school in the past. <p>Would you prefer to live in a hot or a cold place? – Geography</p> <ul style="list-style-type: none"> • Name and locate the seven continents on a world map. • Locate the North and the South Poles on a world map. • Locate the Equator on a world map. • Describe some similarities and differences between the UK and Kenya. • Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. • Recognise the features of hot and cold places. • Locate some countries with hot or cold climates on a world map. 		<p>How did we learn to fly? – History</p> <ul style="list-style-type: none"> • Identify important events surrounding the history of flight. Who were the Wright Brothers. • Explain how a significant event has changed the lives of others. Who was Bessie Coleman and why was Amelia Earhart famous. • Ask questions about people and events in the past. • Use primary sources to find out about people and events in the past. Why was the moon landing special? • Correctly order five events on a timeline. <p>Why is our world wonderful? – Geography</p> <ul style="list-style-type: none"> • What are some of the UK’s amazing features and landmarks. • Where are some of the world’s most amazing places • Where are our oceans – locate and name them on a map. • What is amazing about the local area. • Why are natural habitats special? • How can we look after our natural habitats? 		<ul style="list-style-type: none"> • What is a monarch? – History • Recall that a monarch is a king or queen. • Explain that recent monarchs in the UK do not have the power to make decisions alone. • Explain that a king or queen is crowned in a special ceremony called a coronation. • Use sources to explain how William the Conqueror became King of England. • Know that monarchs in the past had all the power to make decisions, explain how William the Conqueror kept order and conquered England. • Identify the two different types of castles built by the Normans. Compare the similarities and differences between Norman castles. • Explain how castles have changed over time. • Recognise that we still have castles today. • Sequence castles on a timeline. • Describe characteristics of the monarchy in the past. • Identify that the monarchy has changed over time. <p>What is it like to live by the coast? – Geography</p> <ul style="list-style-type: none"> • Name and locate the seas and oceans surrounding the UK in an atlas and label • Describe the location of the seas and oceans surrounding the UK using compass points. • Define what the coast is and locate coasts in the UK. • Name some of the physical features of coasts and 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. 	

<p>English Fiction N Fiction Poetry</p>	<p>Traditional Tales and Fables – Fiction</p> <p>Letters and postcards – Non-fiction</p> <p>Poems of Edward Lear</p> <p><u>Texts</u></p> <p>The Hare and the Tortoise by Helen Ward</p> <p>The scorpion and the frog</p> <p>John Patrick Norman McHennessy – John Burningham</p> <p>Dear Teacher – Amy Husband</p> <p>The Owl and the Pussy Cat, poems and Limericks by Edward Lear.</p>	<p>Fantasy – Just Imagine – Fiction</p> <p>Information Texts – Pets –Non-fiction</p> <p><u>Texts</u></p> <p>The Bear and the Piano by David Litchfield</p> <p>The Little Story Who Didn't Want to be Told, told by Wilf Merttens</p> <p>Dogs by Emily Gravett Matilda's Cat by Emily Gravett</p>	<p>Stories on a theme – stories about the wild. – Fiction</p> <p>Recounts – Animal diaries and recounts. – Non-fiction</p> <p><u>Texts</u></p> <p>Fox by Margaret Wild and Ron Brooks Unit</p> <p>The Tin Forest by Helen Ward and Wayne Anderson</p> <p>The Whales' Song by Dyan Sheldon and Gary Blythe</p> <p>Diary of a Wombat by Jackie French</p>	<p>Information texts – Follow the Moon Home – Non-fiction</p> <p>Traditional tales from other cultures. –</p> <p><u>Texts</u></p> <p>Follow the Moon Home by Philippe Cousteau/Deborah Hopkinson</p> <p>The Usborne Big Book of Sea Creatures by Minna Lacy</p> <p>The Fantastic Undersea Life of Jacques Cousteau by Dan Yaccarino</p> <p>Hansel and Gretel by Anthony Browne</p> <p>Baba Yaga by Tony Bradman</p>	<p>Stories by the same author – A Browne - Fiction</p> <p>Persuasive arguments - bedtime arguments, adverts and letters. – Non-fiction</p> <p>Happy Poems</p> <p><u>Texts</u></p> <p>Willy the Wimp; Willy the Champ; Willy the Wizard; Willy the Dreamer all by Anthony Browne</p> <p>Gorilla and What If...? by Anthony Browne</p> <p>Silly Billy and Changes by Anthony Browne</p> <p>Look What I've Got! and Voices in the Park by Anthony Browne</p> <p>Peace at Last by Jill Murphy</p>	<p>Fantasy Quest stories – Fiction</p> <p>Information texts – Dinosaurs – Non-fiction</p> <p><u>Texts</u></p> <p>Lost and Found by Oliver Jeffers</p> <p>The Way Back Home by Oliver Jeffers</p> <p>Harry and the Bucketful of Dinosaurs by Ian Whybrow and Adrian Reynolds</p> <p>The Dorling Kindersley First Dinosaur Encyclopedia</p>
<p>Maths Number</p>	<ul style="list-style-type: none"> • Place Value • Addition and subtraction 	<ul style="list-style-type: none"> • Addition and subtraction • Shape 	<ul style="list-style-type: none"> • Money • Multiplication and Division 	<ul style="list-style-type: none"> • Length and height • Mass, capacity and temperature 	<ul style="list-style-type: none"> • Fractions • Time 	<ul style="list-style-type: none"> • Statistics • Position and Direction

<p>Science</p> <p>Year 3 Science Objectives</p>	<p>Habitats (6 lessons)</p> <ul style="list-style-type: none"> Considering the life processes that all living things have in common, classify objects into alive, was once alive or has never been alive. Explore global habitats, naming plants and animals that can be found there. They learn how a range of different living things depend on each other for food or shelter. Creating food chains <p>Microhabitats (6 lessons)</p> <ul style="list-style-type: none"> Developing their understanding of scientific enquiry. Discover that microhabitats provide what minibeasts need to survive and carry out a survey They practise asking scientific questions and follow a method to investigate which conditions woodlice prefer. Pupils explore the job role of a botanist by identifying flowering plants. 		<p>Materials (6 lessons)</p> <ul style="list-style-type: none"> Building on their knowledge of everyday materials and their properties, pupils recognise that materials are suited to specific purposes and explore how actions such as stretching and bending affect the shape of solid objects. They compare the suitability of materials; gather and record data in tables and block graphs and use their results to answer questions. Children learn about the harmful effects of plastic and explore eco-friendly alternatives. <p>Animals – Life Cycle and health (6 lessons)</p> <ul style="list-style-type: none"> Studying the life cycles of various animals, children learn what animals need to survive and how they change over time. Pupils collect data that allows them to observe changes in their peers, while also developing their ability to take measurements and record data. They consider how scientific knowledge helps people to make healthy choices. 		<p>Plants and Plant growth</p> <ul style="list-style-type: none"> Carrying out comparative tests, pupils identify the conditions required for seed germination and compare these to the survival needs of plants in later growth phases. Pupils use rulers to measure stem growth and record data in a table. They use their results to conclude that plants need water, light and a suitable temperature to grow and stay healthy. Children identify the stages in a plant's life cycle and discover how humans impact plants in the environment. <p>Plant based materials – making connections</p> <ul style="list-style-type: none"> Identifying ways to reduce, reuse and recycle, children draw on their knowledge of properties to invent creative uses for old objects. They discover some natural materials derived from plants and look at the processes involved in making paper. Using their observational skills, they conduct simple tests to choose the most suitable material for homemade plant pots venturing outdoors to find natural materials to decorate them. 	
<p>Computing</p>	<p>Computing systems and networks 1: What is a computer?</p> <p>Exploring what a computer is by identifying and learning how inputs and outputs work. Understanding how computers are used in the wider world, children design their own computerised invention.</p>	<p>Programming 1: Algorithms and debugging</p> <p>Developing an understanding of what algorithms are, how to program them and how they can be developed to be more efficient through a range of unplugged and plugged-in activities.</p>	<p>Computing systems and networks 2: Word processing</p> <p>Learning about word processing and how to stay safe online as well developing touch-typing skills. Introducing important keyboard shortcuts, as well as simple editing tools within a word processor including: bold, italics, underline and font colour as well as how to import images.</p>	<p>Programming 2: Scratch Jr</p> <p>Exploring what 'blocks' do, using the app 'ScratchJr,' by carrying out an informative cycle of predict > test > review. Programming a familiar story and an animation of an animal, children make their own musical instrument by creating buttons and recording sounds as well as following an algorithm to record a joke.</p>	<p>Creating media: Stop motion</p> <p>Storyboarding and simple animation creation using either tablet devices or devices with cameras.</p>	<p>Data handling: International Space Station</p> <p>Learning how astronauts survive on the ISS, including identifying necessary items, designing sensor displays, and exploring habitable planets.</p> <p>Online safety</p> <p>Learning about online safety, including: what happens to information posted online; how to keep things private online; who we should ask before sharing online; describing different ways to ask for, give, or deny permission online.</p>

Art/ DT	Drawing – Telling a story A&D – 5 weeks	Mechanisms - Fairground Wheel DT – 5 weeks Textiles – Pouches – DT 4 Weeks (Christmas sewing)	Painting and Mixed Media, Life in colour. A&D, 6 weeks	Structures – Baby Bear’s Chair DT, 4 weeks	Craft and design Map it out A&D 6 weeks	Cooking and Nutrition Balanced diet DT 6 weeks
R.E.	Who is a Muslim and what do they believe?	Who is Jewish and what do they believe?	What can we learn from sacred books, Christians, Muslims and Jewish people.	How and why do we celebrate special and sacred times?	How should we care for others and the world and what does it matter?	Who is a Hindu and how do they live?
PE	Attack v Defence – Games for Understanding Dance - Explorers	Ball skills – Feet Gymnastics - Linking	Dodging 1 Jumping 1 Swimming Lessons (from 5/2/25) Health and Wellbeing -Agility	Attack v defence: Games for understanding Swimming Lessons Optional (if time allows) – Dance: Mr. candy’s Sweet Shop	Team Building Orienteering Gymnastics - Pathways	Ball skills – Rackets, bats and balls. Creating Games: Learning through play Sports Day Practice
PSHE / RSE	• Introduction to PSHE and expectations for these lessons Families and Relationships	Health and Wellbeing	Safety and the changing Body	Citizenship	Economic wellbeing	• Economic wellbeing continued Transition
Music (SING Education)	Pulse: Exploring Pulse & Tempo	Rhythm: Exploring Rhythm Christmas Performance	Pitch: Exploring Pitch	Composing: Creating Music	Musicianship: Preparing for Ensemble Skills – Singing & Playing Skills	Musicianship: Preparing for Reading Notation – Rhythm & Pitch

