Slingsby County Primary School - LONG TERM PLANNING

Cycle A 2025 - 2026 – 'Class Bolt'

Years 2 and 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme - **History** **Geography**	• **History – Would you prefer to have lived in the Stone Age. Bronze Age or Iron Age** • 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. • Identify gaps in their knowledge of the Bronze Age. • Explain how bronze was better than stone and how it transformed farming. • Explain how trade increased during the Iron Age and why coins were needed. • Identify changes and continuities between the Neolithic and Iron Age periods. • Explain which period they would prefer to have lived in, providing evidence for their choice. • **Geography - Why do people live near volcanoes** • Name all four layers of the Earth in the correct order, stating one fact about each layer. • Explain one or more ways a mountain can be formed. • Give a correct example of a mountain range and its continent. • Describe a tectonic plate and know that mountains occur along plate boundaries. • Correctly label the features of shield and composite volcanoes and explain how they form.		• **History – Why did the Romans invade and settle in Britain** • Explain what was important to people in Ancient Rome. • Explain the meaning of the words 'empire', 'invasion' and 'settlement'. • Analyse the different reasons for the Roman invasion of Britain. • Explain how the Celts responded to the Roman invasion. • Explain how the Roman army's structure, discipline and equipment made it so successful. • Use artefacts to make deductions about the lives of Roman soldiers in Britain. • Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance. • **Geography - Who lives in Antarctica** • Describe what lines of latitude and longitude are, giving an example. • Understand that the Northern and Southern Hemispheres experience seasons at different times. • Define what climate zones are. • Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. • Describe Antarctica's location in the far south of the globe. • State that tourism and research are the two main reasons people visit Antarctica.		• **History – What was important to Ancient Egyptians** • Identify where and when ancient civilisations first appeared. • Ask historically valid questions about sources. • Identify Ancient Egypt's location and its key geographical features. • Explain why the River Nile was important to ancient Egyptians. • Explain the significance of the Rosetta Stone. • Explain the importance of gods and goddesses to people in Ancient Egypt. • Analyse mummification's connection to Ancient Egyptian beliefs about the afterlife. • Decide what was important to people in Ancient Egypt. • **Geography – Are all settlements the same** • Locate some cities in the UK. • Describe the difference between villages, towns and cities. • Identify features on an OS map using the legend. • Describe the different types of land use. • Follow a route on an OS map. • Discuss reasons for the location of human and physical features. • Locate some geographical regions in the UK. • Identify and begin to offer explanations about changes to features in the local area. • Describe the location of New Delhi.	

	• Name three ways in which volcanoes can be classified. • Describe how volcanoes form at tectonic plate boundaries. • Explain a mix of negative and positive consequences of living near a volcano. • State whether they would or would not want to live near a volcano. • State that an earthquake is caused when two plate boundaries move and shake the ground. • Explain that earthquakes happen along plate boundaries. • List some negative effects that an earthquake can have on a community.		• Describe equipment researchers might use and clothes they wear. • List some of the research carried out in Antarctica. • State the outcome of Shackleton's expedition. • Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. • Describe a similarity and difference between life in the UK and life in Antarctica.		• Identify some human and physical features in New Delhi. • State some similarities and differences between land use and features in New Delhi and the local area.	
English Fiction N Fiction Poetry	**Wishes and Aspirations** • Leon and the Place Between Angela McAllister Own version fantasy narratives, persuasive posters, setting descriptions, thought bubbles/ diaries, dialogue • The Heart and the Bottle Oliver Jeffers Own version 'dilemma' narratives Dialogue, postcards, character descriptions, diary entries, poetry, letters of advice	**Creation and conservation** • The Journey Home Frann Preston - Gannon Persuasive letters, Posters, lists, postcards, wanted posters, information reports, short stories • We Are Water Protectors Carole Lindstrom Environmental campaign List poems, non-chronological reports (animals), chronological reports (lifecycles), character description, protest signs	**Hope and healing** • The Last Garden Rachel Ip Own version extended narratives, setting descriptions, advertisements/ posters, retellings, instructional flyers, social media updates, dialogue • Grandad's Camper Harry Woodgate Sequel narratives Labels, memories poems, interviews, photo album captions, postcards	**Relationships and companionships** • Tadpole's Promise, Jeanne Willis Own version narratives Simple explanations, speech and thought bubbles, setting descriptions, extended explanations. • The Owl and the Pussy Cat – Edward Lear Rhyming poems Letters, interviews, lists, instructions	**Mystery and discovery** • The Minpins, Roald Dahl Own version adventure Narratives, danger posters, setting descriptions, character descriptions, information reports, postcards • Flotsam David Wiesner Sequels (mystery narratives) Postcards, setting descriptions, non- chronological reports, message in a bottle letters	**Urban Metropolis** • Small in the City Sydney Smith Extended narrative from alternative perspective Setting descriptions, poems, diary entries, dialogue, letters of advice, lost posters • A Walk in London Salvatore Rubbino A Walk in…' tour guide Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry

Maths Number	**Year 2** • Place Value • Addition and subtraction • Shape **Year 3** • Place Value • Addition and subtraction • Multiplication and division	**Year 2** • Place Value • Addition and subtraction • Shape **Year 3** • Place Value • Addition and subtraction • Multiplication and division		**Year 2** • Money • Multiplication and Division • Length and height • Mass, capacity and temperature **Year 3** • Multiplication and division • Length and perimeter • Fractions • Mass and capacity	**Year 2** • Money • Multiplication and Division • Length and height • Mass, capacity and temperature **Year 3** • Multiplication and division • Length and perimeter • Fractions • Mass and capacity		**Year 2** • Fractions • Time • Statistics • Position and direction **Year 3** • Fractions • Money • Time • Shape • Statistics	**Year 2** • Fractions • Time • Statistics • Position and direction **Year 3** • Fractions • Money • Time • Shape • Statistics

Science	**Animals movement and nutrition (6 lessons)** • Recall the three key functions of the skeleton. • Describe a vertebrate, invertebrate, endoskeleton and exoskeleton. • Identify and name the skull, spine, ribs and pelvis on a diagram. • Recall that muscles cause movements in the body, some of which we control by choice and that they cause a movement by shortening and pulling on a bone. • Recall that animals, including humans, need to eat food to survive. • Describe some examples of how energy is used by the body. • List some of the seven nutrient groups. • Compare two different meals and explain which is more balanced. **Forces and Space (6 lessons)** • Identify examples of pushes, pulls and twists. • Define a force, including describing, naming and classifying. • Describe the relationship between friction and the roughness of a surface. • Identify examples of friction being useful or not. • Predict attraction and repulsion between like and opposite poles.		**Materials – Rocks and Soil (6 lessons)** • Define the term rock. • Describe the appearance of different rocks, identifying both crystals and grains. • Group rocks by their absorbency, hardness and reaction to acid rain (vinegar). • List the different factors that break down rocks. • Describe fossil formation and identify fossils in rocks. • Describe the work of a palaeontologist. • Name, describe and compare some different categories of soil. • List some of the benefits of earthworms to the soil. • Identify and describe the comparative size and weight of the layers in a sedimentation jar. **Energy light and shadows (6 lessons)** • Recall examples of light sources, objects that do not give out light and that darkness is the absence of light. • Describe ways to protect eyes from harm. • Describe what happens when light reflects, give examples of reflective surfaces or materials and describe factors that may affect the quality of a reflected image. • Describe how shadows form and identify patterns between groups of materials and the shadows produced. • Recall factors that affect the way a shadow appears, including what causes shadows to change throughout the day and factors that change the size of a shadow • Describe the pattern of changing shadows throughout the day. • Describe how the light source's distance affects the shadow's size.		**Plants and Plant reproduction** • Identify what plants need to grow healthily. • Describe the structure and function of the parts of flowering plants. • Investigate how plants transport water. • Describe the life cycle of a flowering plant. • Explain seed dispersal methods. **Making connections – Does hand span affect grip strength** • Recall key knowledge from previous units. • Apply knowledge in new contexts. • Carry out a full scientific enquiry and carry out a range of investigations.

	• Identify examples of magnetic and non-magnetic materials. • Name some examples of types of magnets and compare their strengths. • Describe some examples of the uses of magnets.			• Explain why a particular material is appropriate to make a shadow puppet and use knowledge of shadows to animate it.				
Computing	Computing systems and networks 1	Programming 1: Scratch		Microsoft 365 - emailing	Computing systems and networks		Data handling comparison	Online safety
Art/ DT	Painting and mixed media - prehistoric - Year 3 - Art	Pneumatic Toys – Year 3 DT		Sculpture and 3D abstract shape and space Year 3 - Art	Textile - Pouches Year 2 DT		Craft and Design – Ancient Egyptian Scrolls Art Year 3	Structures Constructing Castles Year 3 DT

R.E.	Year 3 Believing – What do different people believe about God.	Year 3 Expressing – Why do people pray.		Year 3 Living – What does it mean to be a Christian in Britain today.	Year 3 Believing – Why is the bible so important to Christians today.		Year 3 Expressing – How do people from religious and non- religious communities celebrate key festivals.	Year 3 Living – How do family life and festivals show what matters to Jewish people.
PE	Attack v Defence – Games for Understanding Dance - Explorers	Ball skills – Feet Gymnastics - Linking		Ball skills – Hands Health and Wellbeing -Agility	Attack v defence Dance / Swimming		Ball skills – Rackets, bats and balls. Gymnastics - Pathways	Team Building Learning through play Sports Day Practice
PSHE / RSE	• Setting ground rules • Families and Relationship • L1 Healthy families L2 Friendship conflicts L3 Friendship: conflict vs bullying L5 Learning who to trust L6 Respecting differences in others L7 Stereotyping gender	• Christmas performance and team building		• Health Wellbeing L1 My healthy diary L3 Wonderful me L5 Resilience: breaking down barriers L7 Diet and dental health	• Safety and changing body L1 First Aid: emergencies and calling for help L4 Cyberbullying L7 Influences L8 Keeping safe out and about		• Citizenship L1 Rights of the child L5 Charity L6 Local democracy	• Economic wellbeing L2 Budgeting L5 Career quest
Music	Ballads (5 lessons) Learn what a ballad is and how to identify their features.	Creating a composition in response to an animation (5 lesons) Learn to tell stories through music.		Developing singing techniques (5 lessons)	Pentatonic melodies and composition (5 lesons)		Jazz (5 lessons) Learning about Ragtime style music.	Traditional instruments and improvisation. (5 lessons)
French	Year 3 – French Greetings with puppets.	French adjectives of colour, size and shape.		French playground games, numbers and age.	In a French classroom		French transport	A circle of life in French.