

## YEAR 2 AND YEAR 3 LONG TERM PLAN 2018 - 2019

	<b>Years 2 &amp; 3 – Explore and Discover, Create and Challenge</b>		
	<b>Autumn Term 2018</b>	<b>Spring</b>	<b>Summer</b>
	<b>Homecomings</b>	<b>All Around The World</b>	<b>Grow Your Own</b>
<b>Termly questions</b>	<ul style="list-style-type: none"> <li>• Would your country want you?</li> <li>• How can you make something out of nothing?</li> </ul>	<ul style="list-style-type: none"> <li>• Where am I?</li> <li>• Can I get round the world in 80 days?</li> </ul>	<ul style="list-style-type: none"> <li>• What grows where?</li> <li>• What makes the world beautiful?</li> </ul>
<b>English</b>  (The choice of texts studied may change as this is dependent on the children's interests.)	<b>Texts:</b> <ul style="list-style-type: none"> <li>• Mrs Armitage's Bike Quentin Blake</li> <li>• On the Way Home Jill Murphy</li> <li>• The Day the Crayons Came Home Drew Daywalt</li> <li>• Home in the Sky Jeannie Baker</li> <li>• Home Carson Ellis</li> <li>• The Bomber Balloon Terry Deary</li> <li>• One Boy's War Sydney Dobson</li> <li>• Finding Winnie Lindsay Mattick</li> <li>• Badgers Parting Gift Susan Parting Gifts Susan Varley</li> </ul>	<b>Texts:</b> <ul style="list-style-type: none"> <li>• Round the World in 80 Days Jules Verne</li> <li>• The Miraculous Journey of Edward Tulane Kate DiCamillo</li> <li>• The Bear and the Piano David Litchfield</li> <li>• Journey Trilogy Aaron Becker</li> </ul>	<b>Texts:</b> <ul style="list-style-type: none"> <li>• James and the Giant Peach Roald Dahl</li> <li>• The Tin Forest Helen Ward</li> <li>• The Giving Tree Shel Silverstein</li> <li>• Jeannie Baker's Big Books</li> </ul>

	<p><b>Reading: Phonics &amp; Word Reading, Comprehension</b></p> <ul style="list-style-type: none"> <li>• read and discuss fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• become familiar with a wide range of books</li> <li>• recommend books</li> <li>• identifying and discussing themes</li> <li>• learning and preparing poetry and other texts to perform by heart and read aloud</li> <li>• show understanding of what they have read through: checking, inferring, predicting and summarising.</li> <li>• discussing their understanding and exploring the meaning of words in context</li> <li>• provide reasoned justifications for their views</li> </ul>	<p><b>Reading: Phonics &amp; Word Reading, Comprehension</b></p> <ul style="list-style-type: none"> <li>• read and discuss fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• become familiar with a wide range of books</li> <li>• recommend books</li> <li>• identifying and discussing themes</li> <li>• learning and preparing poetry and other texts to perform by heart and read aloud</li> <li>• show understanding of what they have read through: checking, inferring, predicting and summarising.</li> <li>• discuss how authors use language, including figurative language</li> <li>• discussing their understanding and exploring the meaning of words in context</li> <li>• provide reasoned justifications for their views</li> </ul>	<p><b>Reading: Phonics &amp; Word Reading, Comprehension</b></p> <ul style="list-style-type: none"> <li>• read and discuss fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• become familiar with a wide range of books</li> <li>• recommend books</li> <li>• identifying and discussing themes</li> <li>• learning and preparing poetry and other texts to perform by heart and read aloud</li> <li>• show understanding of what they have read through: checking, inferring, predicting and summarising.</li> <li>• discussing their understanding and exploring the meaning of words in context</li> </ul>
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	<p><b>Writing: Spelling, Handwriting &amp; writing composition - Vocabulary, Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Capital letters, full stops, question marks, exclamation marks (Y2 &amp; 3)</li> <li>• Past and present tense (Y2) (Y2)</li> <li>• Subordination (when, if, that, because) (Y2)</li> <li>• Nouns using suffixes (Y2)</li> <li>• Nouns using prefixes (Y3)</li> <li>• Paragraphs (Y3)</li> <li>• Conjunctions to express time, place and cause: (when, before, after, while, so, because) (Y3)</li> </ul> <p><b>Vocabulary:</b> Word Wizard</p> <p><b>Genres:</b>  Narrative  Biographies  Newspaper reports  Letters  Diaries</p> <p><b>Handwriting &amp; Presentation:</b>  Letter Join</p>	<p><b>Writing: Spelling, Handwriting &amp; writing composition - Vocabulary, Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Adjectives using suffixes(Y2)</li> <li>• Expanded noun phrases (Y2)</li> <li>• Past and present tense (Y2)</li> <li>• Commas to separate items in a list (Y2)</li> <li>• Articles: use of a or an (Y3)</li> <li>• Adverbs to express time, place and cause (then, next, soon, therefore) (Y3)</li> <li>• Headings and subheadings (Y3)</li> <li>• Introduction to inverted commas (Y3)</li> </ul> <p><b>Vocabulary:</b> Word Wizard</p> <p><b>Genres:</b>  Narrative  Instructions  Newspaper reports  Letters  Diaries</p> <p><b>Handwriting &amp; Presentation:</b>  Letter Join</p>	<p><b>Writing: Spelling, Handwriting &amp; writing composition - Vocabulary, Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Suffixes: er, est in adjectives (Y2)</li> <li>• Use of ly to turn adjectives into adverbs (Y2)</li> <li>• Sentences: Statements, questions, exclamation and commands (Y2)</li> <li>• Verbs in the present and past tense (Y2)</li> <li>• Apostrophes for omission and possession (Y2)</li> <li>• Word families showing how words are related in form and meaning (Y3)</li> <li>• Prepositions to express time, place and cause (before, after, during, in, because, of) (Y3)</li> <li>• The present perfect form of verbs</li> <li>• Inverted commas (Y3)</li> </ul> <p><b>Vocabulary:</b> Word Wizard</p> <p><b>Genres:</b>  Narrative  Instructions  Newspaper reports  Letters  Diaries  Explanation texts</p> <p><b>Handwriting &amp; Presentation:</b> Letter Join</p>
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<p><b>Mathematics</b></p>	<p><b>Inspire Mathematics, NRICH, White Rose Planning</b></p> <ul style="list-style-type: none"> <li>• Number &amp; Place Value</li> <li>• Addition &amp; Subtraction</li> <li>• Multiplication &amp; Division</li> <li>• Fractions</li> <li>• Measurements</li> <li>• Properties of Shapes</li> <li>• Position &amp; Direction</li> <li>• Statistics</li> </ul> <p>Fluency, Problem Solving &amp; Reasoning</p>	<p><b>Inspire Mathematics, NRICH, White Rose Planning</b></p> <ul style="list-style-type: none"> <li>• Number &amp; Place Value</li> <li>• Addition &amp; Subtraction</li> <li>• Multiplication &amp; Division</li> <li>• Fractions</li> <li>• Measurements</li> <li>• Properties of Shapes</li> <li>• Position &amp; Direction</li> <li>• Statistics</li> </ul> <p>Fluency, Problem Solving &amp; Reasoning</p>	<p><b>Inspire Mathematics, NRICH, White Rose Planning</b></p> <ul style="list-style-type: none"> <li>• Number &amp; Place Value</li> <li>• Addition &amp; Subtraction</li> <li>• Multiplication &amp; Division</li> <li>• Fractions</li> <li>• Measurements</li> <li>• Properties of Shapes</li> <li>• Position &amp; Direction</li> <li>• Statistics</li> </ul> <p>Fluency, Problem Solving &amp; Reasoning</p>
<p><b>Science</b></p>	<p><b>Forces &amp; Magnets</b></p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Contact between forces; direct and at a distance (magnets)</li> <li>• Behaviour &amp; everyday uses of different magnets</li> <li>• Compare and group a variety of everyday materials according to magnetic attraction</li> <li>• Identify some magnetic materials</li> <li>• Know magnets have two poles and predict whether magnets will attract or repel each other</li> </ul> <p><b>Working Scientifically</b></p>	<p><b>Sound and Light</b></p> <ul style="list-style-type: none"> <li>• Sources of light</li> <li>• Reflection</li> <li>• Dangers of the sun</li> <li>• Shadows</li> <li>• How sounds are made through vibrations</li> <li>• How sounds travel</li> <li>• Pitch</li> <li>• Volume</li> </ul> <p><b>An introduction to Space &amp; Earth</b></p> <p><b>Working Scientifically</b></p>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• How seeds &amp; bulbs grow into plants</li> <li>• Conditions for growth</li> <li>• Identify and describe the functions of different parts of flowering plants</li> <li>• Requirements of plants for life and growth</li> <li>• How water is transported within plants</li> <li>• Life cycle of flowering plants</li> </ul> <p><b>Working Scientifically</b></p>

<b>Design Technology</b>	<b>Textiles/Construction</b> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate own ideas and products &amp; consider views of others.</li> <li>• Design, make, evaluate and develop technical knowledge.</li> <li>• Begin to understand how key events and Individuals in DT have helped shape the world.</li> </ul> <p>Reuse/recycle to make gifts/toys for Christmas.</p>	<b>Sheet Materials</b> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate own ideas and products &amp; consider views of others.</li> <li>• Begin to understand how key events and Individuals in DT have helped shape the world.</li> </ul> <p>Create Shadow Puppets for performance.</p>	<b>Cooking &amp; Nutrition</b> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate own ideas and products &amp; consider views of others.</li> <li>• Begin to understand how key events and Individuals in DT have helped shape the world.</li> <li>• From plot to plate:</li> </ul> <p>Design and create a vegetable garden</p>
<b>Computing</b>	<b>E- Safety</b> Use technology safely & respectfully, keeping personal information private. <p><b>Multimedia</b> Create, organise, store, manipulate, search &amp; retrieve digital content.</p> <p>Use of IT to enhance &amp; support learning across the curriculum &amp; develop understanding of use of Technology in our lives.</p>	<b>E- Safety</b> Use technology safely & respectfully, keeping personal information private. Recognise acceptable and unacceptable behaviour. <p><b>Programming</b> Algorithms, Design, Write &amp; Debug simple programs.</p> <p>Use of IT to enhance &amp; support learning across the curriculum &amp; develop understanding of use of Technology in our lives.</p>	<b>E- Safety</b> Continue to develop understanding of how to see technology safely & respectfully, keeping personal information private. Identify a range of ways to report concerns about content and contact. <p><b>Data Handling</b> Collect, analyse, evaluate &amp; present data and information.</p> <p>Use of IT to enhance &amp; support learning across the curriculum &amp; develop understanding of use of Technology in our lives.</p>

<b>Art &amp; Design</b>	<b>Line, (Drawing) Pattern (Printing)</b> Based on World War 1 Theme  <b>Artist Study: -</b> Monet – Poppies Picasso/ Cubism  <b>Use Sketch Book</b>	<b>Shape, Form, Space, Sculpture 2D to 3D</b>  Based on Space Theme  <b>Artist Study: -</b> Anthony Gormley Barbara Hepworth Amish Kapoor  <b>Use Sketch Book</b>	<b>Line, (Drawing) Colour, (Painting) Collage (Texture)</b>  Arts Festival  <b>Artist Study: -</b> David Hockney  <b>Use Sketch Book</b>
<b>Music</b>	<b>Tempo, timbre and texture. Composing singing: Elements of music linked to singing – Pitch,</b>  <b>Listening</b> to a range of high quality music, developing aural memory. Focus on the elements of tempo, timbre and texture.  <b>Famous Composer: Elgar</b>  <ul style="list-style-type: none"> <li>• Songs from the trenches</li> <li>• Songs made popular during World War 1.</li> <li>• Infant Nativity</li> </ul>	<b>Dynamics and structure singing</b>  <b>Listening</b> to a range of high quality music, developing aural memory. Rhythm patterns using symbols and conventional notation.  <b>Famous Composer:</b>  <ul style="list-style-type: none"> <li>• Holst</li> <li>• Jean Michelle Jarre</li> <li>• Mike Oldfield</li> </ul> Lower Key Stage 2 Performance	<b>Pitch, Composing using tuned instruments and basic notation. Singing</b>  <b>Listening</b> to a range of high quality music, developing aural memory.  <b>Famous Composer: Vivaldi</b>  <ul style="list-style-type: none"> <li>• Considering how music affects mood and well-being. Composing short pieces to convey emotions.</li> </ul>
<b>History</b>	<b>WW1 Life in the past 100 years ago. Famous people</b>	<b>Ancient Egypt Explorers</b>	<b>Indus Valley</b>

<b>Geography</b>	Identifying & discovering some of the countries in Europe Seasonal Change	<b>All Around the World</b> Continents and Oceans Similarities & Differences Climate Seasonal Change	<b>River Study</b>  Seasonal Change
<b>Physical Education</b>	Invasion Games : Rugby, Football Swimming	Invasion Games : Handball Dance & Gymnastics Swimming Outdoor Adventurous Activities	Athletics: Throwing; pull/push/ fling Running; speed/obstacles/ distance/ relay Striking & Fielding Games: Cricket Golf
<b>Religious Education</b>	What makes Jesus an inspiration to some people?	Light and Dark	Does a beautiful world mean there is a wonderful God?
<b>French ( Year 3 )</b>	<b>Ma famille et moi</b> (Greetings & parts of the body) <b>Les fêtes</b> (Colours, months, Christmas in France)  Numbers 10-20 Alphabet Classroom Language	<b>Le monde des animaux</b> (Jungle animals, pets) <b>Bon appétit</b> (Fruit & Vegetables)  Numbers 10-20 Alphabet Classroom Language	<b>Le temps libre</b> (Days of the week, Sports, Music) <b>Destinations Vacances</b> (French Towns, Weather, Clothes)  Numbers 10-20 Alphabet Classroom Language
<b>PHSE Staying Safe</b>	Me and my relationships Me and my future.	Keeping myself safe Becoming an active citizen	Moving on My healthy lifestyle

<b>Metacognition</b>	<b>Learning Something New</b> <ul style="list-style-type: none"> <li>• Strategies &amp; approach when learning is difficult &amp; challenging.</li> <li>• Recognition/ understanding of different emotions when learning</li> <li>• Reflection &amp; Evaluation of Learning</li> <li>• Supporting &amp; Coaching</li> </ul>	<b>Strategies for improving our memories.</b> <ul style="list-style-type: none"> <li>• Using Mnemonics</li> <li>• Learning by Heart</li> <li>• Performance</li> <li>• Growth Mindset using perseverance, co-operation &amp; curiosity</li> <li>• Problem Solving Strategies: Persistence, resilience, careful &amp; systematic approach</li> <li>• Reflection &amp; Evaluation of Learning</li> </ul>	<b>Visualisation</b> <ul style="list-style-type: none"> <li>• Improving your work</li> <li>• Making things even better</li> <li>• Value of making a mistake</li> <li>• Reflection &amp; Evaluation of Learning</li> </ul>
<b>21 things</b> (including Educational Visits)	<ul style="list-style-type: none"> <li>• Street Party</li> <li>• Forest Schools</li> <li>• Tempus Fugit</li> <li>• Stonefall Cemetery to see the World War 1 Graves</li> <li>• KS1 Nativity (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in a production</li> <li>• Visit to Harrogate Theatre</li> </ul>	<ul style="list-style-type: none"> <li>• Harlow Carr Gardens</li> </ul>
<b>Homework Challenges</b>	Investigate a European country.	Journeys	Investigate a creative person e.g. artist, photographer, sculptor

**Reviewed: January 2019**

**Author: Miss V Watson, Headteacher**