

# The Nar Valley Federation of Church Academies Y2/3B Long Term Plan



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Christian Value:</b> Generosity	<b>Christian Value:</b> Respect/Reverence	<b>Christian Value:</b> Wisdom	<b>Christian Value:</b> Forgiveness	<b>Christian Value:</b> Perseverance	<b>Christian Value:</b> Responsibility
<b>Topic Title:</b> The Stone Age	<b>Topic Title:</b> Antarctica and the Arctic	<b>Topic Title:</b> Planes, trains and nautical adventures	<b>Topic Title:</b> Planes, trains and nautical adventures	<b>Topic Title:</b> Into the Wild	<b>Topic Title:</b> Into the Wild
English					
<b>Writing Focus</b> -Explanation text -Poetry	<b>Writing Focus</b> -Descriptive / narrative writing -Recount / diary	<b>Writing Focus</b> -TBC	<b>Writing Focus</b> -Newspapers -Fiction (Quest story)	<b>Writing Focus</b> - Argument text : why should wild places be free for us all?	<b>Writing Focus</b> -Fiction
Mathematics					
Number: Place Value – Y2 Numbers to 100; Y3 Numbers to 1000 Number: Addition and Subtraction (including money) – Y2 Numbers to 100 ; Y3 Numbers to 1000	Number: Addition and Subtraction (including money) – Y2 Numbers within 100; Y3 Numbers within 1000 Number: Multiplication	Number: Division Statistics Measurement: Length and Height	Geometry: Y2 Shape, Position and Direction; Y3 Shape and Perimeter Number: Fractions	Measurement: Time Problem Solving and Efficient methods	Measurement: Y2 Mass, Capacity and Temperature; Y3 Mass and Capacity Consolidation and Investigations
Science					
<b>Rocks 3</b> -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock -recognise that soils are made from rocks and organic matter.	<b>Living Things and their habitats 2</b> -explore and compare the differences between things that are living, dead, and things that have never been alive -identify and name a variety of plants and animals in their habitats, including microhabitats -describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	<b>Forces and Magnets 3</b> -compare how things move on different surfaces -notice that some forces need contact between two objects, but magnetic forces can act at a distance -observe how magnets attract or repel each other and attract some materials and not others -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -describe magnets as having two poles -predict whether two magnets will attract or repel each other, depending on which poles are facing.		<b>Plants 2</b> -observe and describe how seeds and bulbs grow into mature plants -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <b>Plants 3</b> -identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant -investigate the way in which water is transported within plants -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <b>Living Things and their habitats 2</b> -identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	
History					
<b>Changes in Britain from the Stone Age to the Iron Age</b>	<b>Significant Individuals:</b> Ernest Shackleton	<b>Significant Individuals:</b> Events beyond living memory:		<b>Changes within living memory:</b> The right to roam act in Edale in the 1950s making national parks accessible to all	
Geography					

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<b>Taught through History Topic</b> <b>Locational Knowledge</b> -Name, locate & identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas -identify land use patterns and how these have changed over time	<b>Human and Physical Geography: A region of the UK (Lake District) compared with the Antarctic</b> -Identify seasonal & daily weather patterns in the UK & the location of hot & cold areas of the world in relation to the Equator & the North & South Poles	<b>Locational knowledge</b> Name and locate the world's 5 oceans and 7 continents <b>Geographical Skills and Fieldwork</b> Use simple compass directions and simple locational and directional language for example ,near &far, left & right, to describe the location of the features and routes on a map		<b>Human and Physical Geography:</b> Identify seasonal & daily weather patterns in the UK & the location of hot & cold areas of the world in relation to the Equator & the North & South Poles <b>Place Knowledge</b> Understand geographical differences and similarities through studying the human and physical of a region of UK, a region in a European country and region within North and South America <b>Locational Knowledge</b> Name, locate & identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas <b>Geographical Skills and Fieldwork</b> Use simple compass directions (North, South, East & West) and locational & directional language,	<b>Locational knowledge</b> Name & locate countries & cities of the UK, geographical regions & their identifying human & physical characteristics, key topographical features (including hills, mountains, coasts & rivers) & land-use patterns; & understand how some of these aspects have changed over time <b>Geographical Skills &amp; Fieldwork</b> Use world maps, atlases & globes to identify the UK & its countries as well as the countries, continents & oceans studied at this key stage
<b>Religious Education</b>					
<b>Disciplinary Focus:</b> Theology <b>Enquiry Question(s):</b> What do Muslims believe about God? (Y3) <b>Islam</b>	<b>Disciplinary Focus:</b> Human / Social Sciences <b>Enquiry Question(s):</b> What difference does being a Muslim make to daily life? (Y3) <b>Islam</b> <b>CHRISTMAS</b>	<b>Disciplinary Focus:</b> Theology <b>Enquiry Question(s):</b> What is the Trinity? (Y3) <b>Christianity</b>	<b>Disciplinary Focus:</b> Philosophy <b>Enquiry Question(s):</b> What is philosophy? How do people make moral decisions? (Y3) <b>Christianity and Multi-religions</b> <b>EASTER</b>	Revisit prior learning	<b>Disciplinary Focus:</b> Human / Social Sciences <b>Enquiry Question(s):</b> How do people express commitment to a religion/worldview in different ways? (Y3) <b>Multi-religions</b>
<b>Art</b>					
	<b>Drawing</b> Pierre-Yves Riveau – French Charcoal Artist		<b>Painting</b> Medium - Oils Landscape John Constable – British Painter The Hay Wain		<b>Printing</b> (2 Colour Block Printing) To make a book cover Picasso – Spanish Printmaker
<b>Design Technology</b>					
<b>Cooking &amp; Nutrition</b> Making Soup		<b>Design, Make and Evaluate a Stationery Tidy</b>		<b>Design, Make and Evaluate a bag</b> Christian Louboutin (French Fashion Designer)	

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## Physical Education

Athletics/ Fitness	Dodgeball	Invasion( Hockey)	Dance	Badminton	Athletics
Cross Country	Dodgeball	Gymnastics	Tag Rugby	Cricket	Cross Country/Fitness

## Computing

TBC	TBC	TBC	TBC	TBC	TBC
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## PSHE including RSE

<b>Relationships</b> - Families and friendships - Safe relationships - Respecting ourselves and others <b>RSE Lessons 1 and 2</b>	<b>Living in the wider world</b> - Belonging to a community - Media literacy and digital resilience - Money and work <b>RSE Lessons 3 and 4</b>	<b>Health and Wellbeing</b> - Physical health and Mental wellbeing - Growing and changing - Keeping safe <b>RSE Lessons 5 and 6</b>
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## Music

<b>Charanga Unit:</b> Let your spirit fly Y3 Ukulele SP Recorders CA Glockenspiels NAR	<b>Charanga Unit:</b> TBC + Xmas music Ukulele SP Recorders CA Glockenspiels NAR	<b>Charanga music unit:</b> Three Little Birds Y3 Recorders SP Glockenspiels CA Ukes NAR	<b>Charanga music unit:</b> Dragon song Y3 Recorders SP Glockenspiels CA Ukes NAR	<b>Charanga music unit:</b> Bringing us together Glockenspiels SP Recorders NAR Ukes CA	<b>Charanga music unit:</b> Reflect, rewind and replay Glockenspiels SP Recorders NAR Ukes CA
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## Primary Languages

Qué tal? Cómo te llamas?	Los números 1-12 Cuántos años tienes?	Mi familia Tienes hermanos?	Tienes alguna mascota? Los colores	Los meses del año Los números 13-31	Cuándo es to cumpleaños? Los días de la semana
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