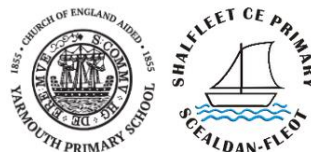


The Federation of the Church Schools of Shalfleet and Yarmouth



Long Term Planning Year

	AUTUMN		SPRING		SUMMER	
Title	From stones to steel		A trip to the Med		Groovy Greeks	
Half Term Split	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Curriculum Principle	1. Coherent learning links and pathways 2. Strong working partnerships 4. Valuing all children, learning is accessible to all		2. Strong working partnerships 3. High quality outcomes, deep learning 8. Broad, relevant and balanced - Local, Mainland, Global		5. Challenging, engaging and motivating 6. Opportunities for memorable experiences 7. Promotes independence and curiosity	
English (Focus Texts/Writing Opportunities)	Stone Age Boy Form Fact File Journey story Purpose To inform To entertain Audience Mrs Smith Class Peer	The Tin Forest Form Diary Purpose To inform Audience Class Peer	The Great Kapok Form Fact File Purpose To inform Audience Amazon World	Escape from Pompeii & Pompeii Form Letter Diary Purpose To inform Audience Roman Emperor	Leon and the Place between Form Instructional writing Purpose To inform Audience Parents	The Lion and the Unicorn Form Letter Adventure Story Purpose To inform To entertain Audience Parent

<p>Maths</p>	<p>Adding and Subtracting across 10 -Number Facts -Addition and Subtraction</p> <p>Numbers to 1000 -Number Facts -Addition and Subtraction -Number and place value</p>	<p>Numbers to 1000 -Number Facts -Addition and Subtraction -Number and place value</p>	<p>Right angles -Geometry</p> <p>Manipulating the additive relationship and securing mental calculation -Addition and Subtraction</p>	<p>Column Addition</p> <p>2, 4, 8 times tables -Number Facts -Multiplication & Division</p> <p>Column Subtraction</p>	<p>Unit Fractions</p>	<p>Non-unit Fractions</p> <p>Parallel and Perpendicular sides in polygons -Geometry</p> <p>Time</p>
<p>Science</p>	<p>Plants -To be able to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -To be able to 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 -To be able to investigate the way in which water is</p>	<p>Animals inc humans -To be able to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat -To be able to identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Rocks -To be able to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -To be able to describe in simple terms how fossils are formed when things that have lived are trapped within rock -To be able to recognise that soils are made from rocks and organic matter.</p>	<p>Light -To be able to recognise that they need light in order to see things and that dark is the absence of light -To be able to notice that light is reflected from surfaces -To be able to recognise that light from the sun can be dangerous and that there are ways to protect their eyes -To be able to recognise that shadows are formed when the</p>	<p>Forces and Magnets -To be able to compare how things move on different surfaces -To be able to notice that some forces need contact between two objects, but magnetic forces can act at a distance -To be able to observe how magnets attract or repel each other and attract some materials and not others describe magnets as having</p>	<p>Plants -Follow up review of experiments. -Lifecycle of a plant</p> <p>Experiment -Child led on one of the domains covered throughout the year</p> <p>Contingency Planning time for anything missed</p>

	<p>transported within plants</p> <p>-To be able to explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>			<p>light from a light source is blocked by a solid object</p> <p>-To be able to find patterns in the way that the size of shadows changes.</p>	<p>two poles -To be able to predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>-To be able to 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</p>	
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<p>History</p>	<p>Historical Enquiry of the Stone Age to the Iron Age</p> <p>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <p>Use a range of sources to find out about the Stone Age to Iron Age.</p>		<p>Historical Interpretation, In-depth study of Pompeii.</p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <p>Look at more than two versions of the same event or story</p>	<p>Historical Enquiry of the Ancient Greeks</p> <p>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <p>Use a range of sources to find out about the Ancient Greeks</p> <p>Construct informed responses about one aspect of life or a key event in the past</p>
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	<p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Chronological Understanding</p> <p>Throughout studying the Stone Age children should continue to develop a chronologically secure knowledge and understanding of British and local history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>		<p>in history and identify differences;</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Knowledge of the past, through studying an account of from Pliny Elder children should be able to:</p> <p>Find out about the everyday lives of people in time studied compared with our life today;</p> <p>Explain how people and events in the past have influenced life today;</p>	<p>through careful selection and organisation of relevant historical information.</p> <p>Knowledge of the Past, through studying the Battle of Thermopylae an in-depth study of King Leonidas, Children should note connections, contrasts and trends over time.</p> <p>Find out about the everyday lives of people in time studied compared with our life today;</p> <p>Explain how people and events in the past have influenced life today;</p> <p>Identify key features, aspects and events of the time studied;</p>
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<p>Geography</p>	<p>Local area study Snap shot study of the school site.</p>	<p>Locational knowledge, Geographical Skills & Human and Physical</p>	<p>Place Knowledge Understand geographical similarities and</p>	<p>Fieldwork Use fieldwork to observe, measure, record and present</p>	<p>Geographical skills and Locational knowledge</p>	<p>Geographical Skills and Fieldwork Use fieldwork to observe and present</p>
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	<p>Snap shot study of Shalfeet.</p> <p>Exploration of local land use</p> <p>Identify human and physical Geography</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>differences through studying the human and physical geography of Hampshire or the Isle of Wight and the Mediterranean</p> <p>Human and Physical</p> <p>Compare human and physical aspects of both.</p> <p>Human geography, look at types of settlement and land use</p> <p>Physical geography, including climate zones, terrain and fauna and flora</p>	<p>the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Through exploring litter, physical features and traffic.</p> <p>Human and Physical</p> <p>Study of Natural disasters in the Mediterranean to include volcanoes, earthquakes, tsunamis and tornados</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Begin to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>the human and physical features in the local area using sketch maps, plans and digital technologies through an Investigation of Newtown creek</p>
Art	<p>Drawing</p> <p>Cave Painting</p> <p>Sketch of Mammoth</p> <p>Artist study</p> <p>Banksy (Street Art)</p> <p>Collage</p> <p>In style of street art</p> <p>Silhouette of Stone Henge</p>		<p>Painting</p> <p>Impressionism</p> <p>Post Impressionism</p> <p>Artist Study</p> <p>Monet/Van Gogh</p> <p>Painting/Printing</p> <p>Starry Night Abstract</p>	Reference to Mondrian/Kandinsky	<p>Sculpture</p> <p>Tin foil men, wire work movement & clay models</p> <p>Artist Study</p> <p>Rothko (Colour)</p> <p>Giocometti</p>	

<p>Design and Technology</p>		<p>Cooking and Nutrition</p> <p>How food is grown and animals reared (Bronze Age)</p> <p>Make</p> <p>To make a house suitable to the chosen period of time (Skara Brae)</p> <p>Evaluate</p> <p>How different structures are made, the properties of different materials, function of different materials</p>		<p>Cooking and Nutrition</p> <p>Linked to Greek food</p> <p>Make</p> <p>Design a sun dial</p> <p>Evaluate</p> <p>Who designed and made the products. Where products were designed and made. When products were designed and made.</p>		<p>Textiles</p> <p>Design suitable Greek clothing attire Laurel Crown</p> <p>Make</p> <p>Looking at previous examples create a suitable shoe that would meet the demands of a Greek Citizen.</p> <p>Technical Knowledge</p> <p>How to use learning from science to help design and make products that work. How to use learning from mathematics to help design and make products that work That materials have both functional properties and aesthetic qualities.</p>
<p>Music</p>	<p>Rhythm</p> <p>To copy a rhythmic phrase To clap the rhythm of a song whilst others tap the pulse</p> <p>Listening</p> <p>To begin to play simple tunes by ear To recognise and pick out individual key instruments in a simple piece of music</p>	<p>Musical Elements and Notation</p> <p>To begin to use pitch, dynamics, duration, tempo, rhythm, timbre, structure, and texture when composing, singing or playing To begin to recognise how music is written and name the different parts (staff, staves, treble clef and bars)</p> <p>Music History</p>	<p>Vocal and Instrumental-Play and Perform</p> <p>To sing or play instruments using the musical elements taught in Key Stage 1 To begin to choose and use different dynamics and tempos when playing To choose the most appropriate way to perform a song and choose an instrumental sound to accompany it.</p>			

	<p>To listen to and recall songs from memory To identify the phrases of a song To listen to a selection of different pieces of music To listen to and respond to live music</p>		<p>Identify and discuss influential composers in music history and look at locating where in the World they are from</p>		<p>Vocal and Instrumental- Improvise and compose</p> <p>To create rhythmic and musical phrases using a simple structure (ABA)</p>	
Computing	<p>E-Saftey Self-Image and Identity</p> <p>Health, well-being and lifestyle</p> <p>Multimedia (Vision)</p> <p>Use photo editing software to simply edit pictures taken (e.g. change filters) (yr 2)</p> <p>Introduce how a green screen can be used for pictures and video (yr 2)</p> <p>Communication</p> <p>Plan out digital content (yr 2)</p> <p>Present ideas and information by combining media independently (yr 2)</p>	<p>E-Saftey Online relationships</p> <p>Online bullying</p> <p>Computing Science</p> <p>Coding – All barefoot based around algorithms</p> <p>Understand that the order of instructions in an algorithm is important (yr 2)</p> <p>Understand that instructions in an algorithm need to be clear and unambiguous (yr 2)</p> <p>Evaluate the success of an algorithm or program (yr 2)</p> <p>Identify and correct errors in a given algorithm or program debugging</p> <p>Data</p>	<p>How a computer works</p> <p>Data</p> <p>Understand that the questions you ask are important, when collecting data (yr 2)</p> <p>Communication</p> <p>Plan out digital content (yr 2)</p> <p>Present ideas and information by combining media independently (yr 2)</p> <p>Talk about what makes digital content good or bad (yr 2)</p> <p>Edit digital content to improve it (yr 2)</p> <p>Powerpoint</p> <p>Children to edit a PowerPoint based on Neolithic farmers</p>	<p>E-Saftey</p> <p>Managing online information</p> <p>Online reputation</p> <p>Computing Science</p> <p>Understand that the order of instructions in an algorithm is important (yr 2)</p> <p>Understand that instructions in an algorithm need to be clear and unambiguous (yr 2)</p> <p>Evaluate the success of an algorithm or program (yr 2)</p> <p>Identify and correct errors in a given algorithm or program (debugging) (yr 2)</p> <p>Coding</p>	<p>E-Saftey</p> <p>Privacy and security</p> <p>Copyright and ownership</p> <p>Multimedia (Vision)</p> <p>Create a short video joining 2 or more clips together (yr 2)</p> <p>Introduce how a green screen can be used for pictures and video (yr 2)</p>	<p>E-Saftey</p> <p>TBC</p> <p>Communication</p> <p>Plan out digital content (yr 2)</p> <p>Present ideas and information by combining media independently (yr 2)</p> <p>Talk about what makes digital content good or bad (yr 2)</p> <p>Edit digital content to improve it (yr 2)</p> <p>Computing Science</p> <p>Understand that the order of instructions in an algorithm is important (yr 2)</p> <p>Understand that instructions in an algorithm need to be</p>

	<p>Talk about what makes digital content good or bad (yr 2)</p> <p>Edit digital content to improve it (yr 2)</p> <p>Typing</p> <p>https://www.turtlediary.com/game/typing-race-beginner.html</p> <p>Word</p> <p>Children to type up Instructions from the Stone Age</p>	<p>Create a branching database using pre-prepared images and questions (yr 2)</p> <p>Explain how different formats communicate information and their benefits (yr 2)</p> <p>Independently plan out and create a branching database (yr 2)</p> <p>Evaluate a given branching database and suggest improvements (yr 2)</p>	<p>focusing on improving basic errors</p>	<p>Knock knock (Scratch)</p>		<p>clear and unambiguous (yr 2)</p> <p>Evaluate the success of an algorithm or program (yr 2)</p>
PE	<p>Team Games</p> <p>Tag Rugby</p>	<p>Indoor Athletics</p> <p>Sitting volley ball</p>	<p>Gymnastics</p> <p>Invasion Games</p>	<p>Dance</p> <p>Dodgeball</p>	<p>Cricket</p> <p>Athletics</p>	<p>Athletics</p> <p>Cricket/rounders</p>
RE	<p>Message (C) - Jesus' teachings and message</p>	<p>Angels (C) - Angels</p>	<p>Good and Evil (H) - Holi</p>	<p>Suffering (C)- Key events of Holy Week</p>	<p>Sacred Place (C/H) - Places of Worship</p>	<p>Protection (H) - Raksha Bandhan</p>
French	<p>http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php</p> <p>Phonics, vowels, numbers, instructions</p>		<p>Listening , speaking, reading, writing, Animals and colours</p>		<p>Listening , speaking, reading, writing, Stories Common phrases</p>	
SMSC/PSHE	<p>Belonging, self-awareness, Understanding my feelings and those of others.</p> <p>Making choices. Democracy.</p>	<p>Relationships Friendships – Ups and Downs. Other forms of relationships. Changes in families.</p> <p>Anti- Bullying</p>	<p>Going For Goals – Recognising our own self worth Individual liberty</p>	<p>Getting on and falling out – friendships, working together, Seeing something from someone else’s point of view, managing feelings.</p>	<p>Relationships – Knowing myself, understanding and managing feelings.</p> <p>Democracy and the Rule of Law</p>	<p>Changes. Overcoming hurdles and team building.</p>

				Mutual respect and tolerance		
Trips/Events/Visitors/Risk Day	Stone Age virtual trip with Estelle Baker	Butser Farm	Amazon World	TBC	Local Area Study Freshwater Bay Yarmouth -	Fashion Day