

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



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Christian Value:</b> TBC	<b>Christian Value:</b> TBC	<b>Christian Value:</b> TBC	<b>Christian Value:</b> TBC	<b>Christian Value:</b> TBC	<b>Christian Value:</b> TBC
<b>Topic Title:</b> All Around The World - China		<b>Topic Title:</b> Secrets of the Sea		<b>Topic Title:</b> Fighting Fit	<b>Topic Title:</b> Castles & Kings
English					
<b>Writing Focus</b> - Traditional Story - Descriptive Writing - Information texts	<b>Writing Focus</b> - Letters - Poetry	<b>Writing Focus</b> - Historical Fiction	<b>Writing Focus</b> - Newspaper Reports - Persuasive texts	<b>Writing Focus</b> - Instructions - Leaflets	<b>Writing Focus</b> - Explanation texts - Diary
Mathematics					
Number: Place Value – Y2 Numbers to 100; Y3 Numbers to 1000 Number: Addition and Subtraction (including money) – Y2 Numbers within 100 ; Y3 Numbers within 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>Light 3</b> - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change.	<b>Uses of Everyday Materials 2</b> - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<b>Living Things and their Habitats 2</b> - 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>Animals including Humans 2</b> - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<b>Animals including Humans 3</b> - 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 - identify that humans and some other animals have skeletons and muscles for support, protection and movement.	
History					
<b>The Shang Dynasty of Ancient China (KS2)</b>			<b>Significant historical events, people and places in their own locality (KS1)</b>		<b>Events beyond living memory (KS1)</b> <b>Significant historical events, people and places in their own locality (KS1)</b> <b>Significant Individuals (KS1)</b>

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## Geography

<p><b>Location and knowledge (KS1)</b> Name and locate the world's 5 oceans and 7 continents</p> <p><b>Place Knowledge (KS1)</b> Understand geographical differences and similarities through studying the human and physical of a small area of UK and a small area of a contrasting non-European country</p> <p><b>Geographical Skills and Fieldwork (KS1)</b> Use world maps, atlases and globes to identify UK and its countries as well as the countries and continents studied in the KS</p>		<p><b>Human and Physical Geography (KS1)</b> Use basic geographical vocabulary to refer to: Key physical features including: beach, cliff, coasts, forest, hill, mountain, sea, ocean, river soil, valley, vegetation, weather and season Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><b>Geographical Skills and Fieldwork (KS1)</b> Use simple compass directions and simple locational and directional language for example, near &amp; far, left &amp; right, to describe the location of the features and routes on a map</p> <p><b>Geographical Skills and Fieldwork (KS2)</b> To use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p><b>Locational Knowledge (KS1)</b> Name, locate and identify the localities and characteristics of the 4 countries and the capital cities of UK and its surrounding seas.</p>		<p><b>Geographical Skills and Fieldwork (KS2)</b> To use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>
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## Religious Education

<p><b>Disciplinary Focus:</b> Theology</p> <p><b>Enquiry Question(s):</b> Why is light an important symbol for Christians/ Is light an important symbol in Buddhism? (Y2)</p> <p><b>Christianity / Buddhism</b></p>	<p><b>Disciplinary Focus:</b> Theology</p> <p><b>Enquiry Question(s):</b> What does the Nativity story teach Christians about Jesus? (Y2)</p> <p><b>Christianity</b></p>	<p><b>Disciplinary Focus:</b> Human / Social Sciences</p> <p><b>Enquiry Question(s):</b> How do Christians belong to their faith family? (Y2)</p> <p><b>Christianity</b></p>	<p><b>Disciplinary Focus:</b> Human / Social Sciences</p> <p><b>Enquiry Question(s):</b> How do Jewish people celebrate Passover? (Y2)</p> <p><b>Judaism</b></p>	<p>Stewardship of the Earth</p>	<p><b>Disciplinary Focus:</b> Philosophy</p> <p><b>Enquiry Question(s):</b> Why do people have different views about the idea of God? (Y2)</p> <p><b>Multi-religions</b></p>
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## Art

	Painting	Sculpture			Printing
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## Design Technology

TBC			TBC	Cooking & Nutrition	
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## Physical Education

Athletics/Fitness	Football	Invasion Games (Hockey)	Dance	Badminton	Athletics
Cross Country	Dodgeball	Gymnastics	Tag Rugby	Cricket	Outdoor Adventurous Activities /Fitness

## Computing

TBC	TBC	TBC	TBC	TBC	TBC
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## PSHE including RSE

**Relationships**  
 - Families and friendships  
 - Safe relationships  
 - Respecting ourselves and others  
**RSE Lessons 1 and 2**

**Living in the wider world**  
 - Belonging to a community  
 - Media literacy and digital resilience  
 - Money and work  
**RSE Lessons 3 and 4**

**Health and Wellbeing**  
 - Physical health and Mental wellbeing  
 - Growing and changing  
 - Keeping safe  
**RSE Lessons 5 and 6**

## Music

**Charanga music unit:** Hands, feet and heart (Y2)

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 Christmas music

**Charanga music unit:** I want to play in a band (Y2)

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**Charanga music unit:** Friendship song (Y2)

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## Primary Languages

TBC

TBC

TBC

TBC

TBC

TBC