

Year 2 and Year 3 Long Term Plan (2 year)

2023- 2024

	Science	History / Geography	Art / DT	Computing	PE
<p>Autumn : Dinosaur Detectives</p> <p>wow starter – trip to the dinosaur park</p>	<p><u>Rocks (Year 3 unit)</u></p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter</p> <p><u>Light (Year 3 unit)</u></p> <p>recognise that they need light in order to</p>	<p>Events beyond living memory – Dinosaurs (KS1)</p> <p>Significant historical events – WW1 and Remembrance day (KS1)</p> <p>Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles – Weather and seasons (KS1)</p>	<p>Explore different textures</p> <p>Think about form and space to create transient art</p> <p>Draw and paint to develop and share ideas</p> <p>Create sketch books</p> <p>Design, make and evaluate using technical knowledge (for example levers and sliders)</p>	<p>Online safety</p> <p>Introduction to Coding</p>	<p>Cross country</p> <p>Invasion games</p> <p>Ball skills/ Football</p> <p>Fitness</p> <p>Dance OAA</p>

	<p>see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>find patterns in the way that the size of shadows change</p>				
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<p>Spring: Once upon a time</p> <p>Wow starter: Building Stonehenge</p>	<p><u>Living things and their habitats (Year 2 unit)</u></p> <p>Explore and compare the difference between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats, including micro-habitats</p> <p>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</p>	<p>Changes in Britain from the Stone Age to the Iron Age (KS2)</p> <p>Develop knowledge about the world, the United Kingdom and their locality. They should understand subject-specific vocabulary relating to human and physical geography and begin to use their geographical skills, including first hand observation, to enhance their locational awareness (KS1)</p>	<p>Use paints and charcoal</p> <p>Learn to sculpt with clay and learn about famous sculptors</p> <p>Understand the basic principles of a healthy and varied diet (KS1) and understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed (KS2)</p> <p>Design, make and evaluate using technical knowledge</p>	<p>Effective searching</p> <p>Creating pictures</p>	<p>Gymnastics</p> <p>Tag Rugby</p> <p>Fitness</p> <p>Net and wall games</p>
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<p>Summer: Wonderland</p> <p>Wow topic starter: examining evidence</p>	<p><u>Plants</u> <u>Year 2 (Year 2 unit)</u></p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p><u>Plants (Year 3 unit)</u></p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to</p>	<p>Changes within living memory, significant historical events, people and places in their own locality (KS1) linked with and a local history study (KS2)</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. Understand vocabulary related to human and physical geography and use geographical skills. Use simple compass directions and locational and directional language to describe features on a map. Recognise landmarks and basic human and physical features, devise a simple map and construct basic</p>	<p>Drawing and painting skills</p> <p>Finding out about great artists in history (KS2)</p> <p>Sculpting skills</p> <p>Design, make and evaluate using technical knowledge</p> <p>Understand the basic principles of a healthy and varied diet (KS1)</p>	<p>Spreadsheets</p> <p>Databases</p>	<p>Striking and fielding games</p> <p>Cricket</p> <p>Rounders</p> <p>Athletics</p> <p>Tennis</p>
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	<p>grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>symbols in a key. Use simple fieldwork and observational skills to study geography (KS1)</p>			
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2024 – 2025

	Science	History / Geography	Art / DT	Computing	PE
<p>Autumn – Remarkable Romans</p> <p>Wow starter: archaeological dig</p>	<p><u>Uses of everyday materials (Year 2 unit)</u></p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>The Roman empire and its impact on Britain (KS2)</b></p> <p>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle (KS2)</p>	<p>Sculpt</p> <p>Draw and paint</p> <p>Finding out about great artists and architects in history (KS2)</p> <p>Design, make and evaluate using technical knowledge</p> <p>Know where and how a variety of ingredients are grown, reared, caught and processed (KS2)</p>	<p>Presenting ideas</p> <p>Making music</p> <p>Revisit online safety</p>	<p>Cross country</p> <p>Invasion games</p> <p>Ball skills/ Football</p> <p>Fitness</p> <p>Dance OAA</p>
<p>Spring – Feel the force</p>	<p><u>Forces and magnets (Year 3 unit)</u></p>	<p><b>The achievements of the earliest civilizations – an overview of where and</b></p>	<p>Painting and printing</p>	<p>Typing skills</p> <p>Simulations</p>	<p>Gymnastics</p> <p>Tag Rugby</p>

<p>Wow starter – Marbles</p>	<p>compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>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>	<p>when the first civilizations appeared and a study of one (KS2)</p> <p>Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage (KS1) and Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle (KS2)</p>	<p>Drawing</p> <p>Finding out about great architects of our time and in history (KS2)</p> <p>DT: Know where and how a variety of ingredients are grown, reared, caught and processed (KS2)</p> <p>Design, make and evaluate using technical knowledge</p>		<p>Fitness</p> <p>Net and wall games</p>
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	<p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing</p>				
<p>Summer – A place called Home</p> <p>Wow starter: looking closely</p>	<p><u>Animals, including humans (Year 2 unit)</u></p> <p>notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right</p>	<p><b>Significant individuals (KS1)</b></p> <p>Name and locate counties and cities in the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns and understand how some of these aspects have changed over time. Use the eight</p>	<p>Finding out about great artists in history (KS2)</p> <p>Drawing and painting skills</p> <p>Design, make and evaluate using technical knowledge</p>	<p>VR headsets – linked to Science</p> <p>Presentation skills</p> <p>Computer networks</p>	<p>Striking and fielding games</p> <p>Cricket</p> <p>Rounders</p> <p>Athletics</p> <p>Tennis</p>



	<p>amounts of different types of food, and hygiene</p> <p><u>Animals, including humans (Year 3 unit)</u></p> <p>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</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>points of the compass, four and six-figure grid references, symbols and key to build their knowledge of the UK and the wider world (KS2)</p>			
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