Class 2 Year A

<table>
<tr><th>Subject</th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td rowspan="2">Literacy</td><td>Non Chronological report
Narrative comedy</td><td>Biography
Narrative</td><td>Traditional tales
Non Chronological report</td><td>Narrative - Adventure
Letter writing</td><td>Diary writing
Explanation text</td><td>Persuasive writing
Poetry</td></tr>
<tr><td colspan="6">Spoken Language
Reading – Word Reading
Reading – Comprehension
Writing – Transcription
Writing – Composition
Writing – Vocabulary, Grammar and Punctuation</td></tr>
<tr><td>Numeracy</td><td colspan="2">Number and Place Value
Addition and Subtraction
Multiplication and Division</td><td colspan="2">Multiplication and Division
Length & perimeter
Fractions</td><td colspan="2">Fractions
Money
Statistics
Time
Shape
Mass & capacity</td></tr>
<tr><td rowspan="2">Science</td><td colspan="6">Thread: What do you need to survive?</td></tr>
<tr><td colspan="2">Plants (Y2)

• 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.

Plants (Y3)</td><td colspan="2">Animals including humans (Y3)

• 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.</td><td colspan="2">Living things and their habitats (Y2 objectives)

• 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</td></tr>
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	• 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.		**Animals including humans (Y2)** • 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.		Identify and name a variety of plants and animals in their habitats, including microhabitats. • Explore and compare the differences between things that are living, dead, and things that have never been alive • 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.	
	Working scientifically Observation over time Pattern seeking Identifying, classifying and grouping Comparative and fair testing Research using secondary sources					

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Computing	Thread: How can we use technology to organise and use information?					
	Data and Information *(Pictograms – Grouping Data in Maths lessons)* **Computing Systems and Networks** Connecting Computers (Y3 Unit)		**Creating media** Desktop Publishing (Y3 unit, modified for Y2)		**Programming B** Events and Actions (Scratch) (Y3 unit, modified for Y2)	
	E-Safety Respectful usage and privacy Using technology safely and respectfully, keeping personal information private Recognising acceptable and unacceptable behaviour					
History	Thread: What has 'health and wellbeing' looked like through time?					
	KS2 The achievements of the earliest civilizations Explore the location of the Ancient Civilization of Egypt and why it was located there. The ruling and beliefs of the Ancient Egyptians.		**KS2 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** The impact and role in changes to society of nursing, medicine and hospitals during the Victorian era. Compare and explore the impacts of these changes on modern medicine (e.g. the NHS).		**KS2 A local history study** Identify differences and similarities between Dacre Braithwaite in the past and today. How has school changed? How has farming changed over time in our area?	

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	KS1 The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Howard Carter and Salima Ikram, comparing Egyptologists, their discoveries and how this impacts on our understanding of Ancient Egypt civilization		**KS1 The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.** Florence Nightingale and Mary Seacole		**KS1 Changes within living memory** Identify differences and similarities between Dacre Braithwaite in the past and today. How has school changed? How has farming changed over time in our area? Geographical skills and fieldwork	
Geography	Thread: Exploring the world around me					
	Locational Knowledge KS2: Name and locate counties and cities of the United Kingdom, 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.		**Geographical skills and fieldwork** KS2: 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. KS2: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps,		**Locational Knowledge** KS2: 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 Geographical skills and fieldwork.	

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	KS1: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas . KS1: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.		plans and graphs, and digital technologies. KS1: Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. KS1: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.		KS2: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
Art	**Drawing** Shading and still life		**Collage** Notan Art		**Sculpture** Creating sculptures using armatures and mod rock	
	Create sketch books to record observations and use them to review and revisit ideas Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) Learn about great artists, architects and designers in history					
Music	**Tony Chestnut (2)** Call-and-response singing Tuned and untuned percussion playing Listening ***(Singing and Playing Focus)***		**Just three notes(3)** Invent simple patterns Compose music ***(Composition Focus)*** **Samba with Sérgio (3)**		**Learn to play the recorder** ***(Playing and Performance Focus)***	

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			(Listening Focus) Develop an understanding and appreciation of music from different musical traditions Singing			
PSHCE / Wellbeing	myHappymind: Meet Your Brain Y3 Places KS1	myHappymind: Places KS1 Celebrate Y3	myHappymind: Appreciate Y3 myHappymindPSHE: Healthy Choices LKS2	myHappymind: Relate Y3 MyHappymindPSHE: Friendships and Showing Respect LKS2 Families and Trusted Relationships LKS2	myHappymind: Engage Y3	myHappymindPSHE: Protecting our communities LKS2 Changing and Growing LKS2
Design Technology	**Electrical systems - Light up boxes.** • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern. • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]		**Mechanisms (Pneumatics) – Moving monsters.** • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.		**Food - Vegetable and Fruit crumbles** • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. • Investigate and analyse a range of existing products.	

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	Evaluate ideas and products against their own design criteria and consider the views of others to improve their work					
MFL	Year 3 Unit 1 Moi (All About Me)		Year 3 Unit 4 Tutti Frutti (Fruit)		Year 3 Unit 5 Vive le Sport (Our sporting lives)	
PE	Developing Movement Skills Small Team Games		Gymnastics + Swimming Outdoors and Adventurous Activity (OAA) + Swimming		Athletics + Swimming Striking/Net Games	
RE	L2.2 What is it like to follow God? L2.3 What is the Trinity?		L2.10 How and why do believers show their commitments during the journey of life? L2.5 Why do Christians call the day Jesus died 'Good Friday'?		L2.9 What are the deeper meanings of festivals? L2.6 When Jesus left what next?	
Enrichment opportunities	Visit to Ancient Egyptian workshop / display in Leeds museum Visitor speaking about living in Egypt		Thackray Medical museum workshop (history of medicine) Dr visitors in school		Nidderdale museum visit Quarry / Coldstones cut visit	