

Year Group Y2/3

Autumn 1

Year B

Text Types / Books/ Authors

Letters

Stories based on Flying Fergus by Chris Hoy

Poetry about cycling

Computing

To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Mathematics

Following Archimedes mixed age planning: place value will be the focus for the full half term.

French

Listen attentively to spoken language and show understanding by joining in and responding
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

PSHE

Keeping myself safe
My healthy lifestyle

Music

Pupils should be taught to:
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Skills

Y2

Y3 Sing in unison with control and accuracy of pitch. E.g follow the shape of the melody
Clap and play rhythm patterns that include crotchet rest keeping to a steady pulse
Begin to suggest performance directions

Art & Design

Objectives Create sketch books to record their observations and use them to review and revisit ideas.

Learn about great artists, architects and designers in history.

Skills

Y2 When **drawing** use a range of different surfaces to draw for different purposes including; represent stories and real life observations. When **painting**, use a developing understanding of colour mixing to create tints and tones on a more complex colour wheel.

Experiment with techniques including layering and scraping through.

Y3 When drawing use shading to create tone using foreground, background. Experiment with different grades of pencil.

Decorate fabric using fabric paint.

Science

Animals, including humans

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 identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Guiding question / Big Idea

UCI World cycling championships

Sharow long term planning sheet

Geography

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 and lakes), and land-use patterns.

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Skills

Y2 Name and locate Yorkshire and cities in the locality. Identify human and physical characteristics of our immediate locality.

Y3 Name and locate counties and cities of the UK. Identify human and physical characteristics of geographical regions in Yorkshire.

Use a world map, atlas and a globe to locate the world's countries, in Europe, (including location of Russia) and North America.

Physical Education

Swimming/Football

Use running, jumping, throwing and catching in isolation and in combination

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

To swim competently, confidently and proficiently over a distance of at least 25 metres

To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

To perform safe self-rescue in different water-based situations.

Design & Technology

To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

To 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

To investigate and analyse a range of existing products

To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Y2 Explain what they are making using notes.

Identify a purpose for what they intend to design and make.

Y3 Investigate similar products to the one to be made to give starting points for a labelled design

Identify purpose and establish criteria for success.

Y2 Join fabrics using running stitch.

Y3 Join fabrics using running stitch, back stitch and over sewing.

Y2 Discuss the changes they have made **during** the making process and explain why.

Y3 Identify the strengths and weaknesses of the design/product they have made.

RE/ SMSC / Learning behaviours

L2.1 What do different people believe about God?

Christian focus and either or both Hindus and Muslims