

Penshurst CE Primary School – Long Term Plan 2019/20

| Year Group 2-3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Enquiry Question Topic Title | Flow | Tribal Tales | Scrumdiddlyumptious | Predator | Gods and Mortals | Mighty Metals |
| English | Float Write Stuff Planning The lost happy endings power of reading Adventure story Poetry instructions | UG power of reading text Stig of the dump write stuff planning Information text Letter writing poetry | Leon and the place in-between write stuff planning Charlie and the chocolate factory comprehension skills Recount Instructions Narrative | Fox power of reading The story of the three little pigs write stuff planning Narrative Letter writing speech | Pandora's box and the Minotaur Character description Myths and legends Instruction writing letters | Mr Hubalot and the robot dog The iron man. Explanation Instructions poetry |
| Mathematics | Learning sequence 1-8 year 2 Learning sequence 1-5 year 3 | Learning sequence 9-12 year 2 Learning sequence Year 3 to be confirmed... | To be confirmed | To be confirmed | To be confirmed | To be confirmed |
| Science | Rocks year 3 module | Plants year 2 and 3 modules | Animals including humans (digestions skeletons and teeth) Year 2 and 3modules | Living things and their habitats year 2 module | Light year 3 module | Forces including magnets y3 and materials year 2 |
| Computing | E- Safety penguin Computational thinking fantastic contraptions water wheel | E-Safety Dickie Duck | E-Safety don't be in the dark | E-Safety magda and mo Switch zoo online animals Kazookazam augmented reality animals Understanding networks red riding hood sorting cards cs unplugged | E-Safety screen out the mean Scratch golf maze | E-Safety follow the digital trail Isle of tune programming Game thinking myself computer science London computing |

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| <p>Geography</p> | <p>Rivers Penshurst Use aerial photos Use field work skills to understand local geography Understand physical Geography Water cycle</p> | <p>Work as archaeologists on a dig in forest school. Use maps and aerial images to help. Look at aerial images that reveal sites. Did they harm or improve environment? Look at hill forts using Aerial images</p> | <p>Food miles and fair trade Key aspects of human Geography including economics.</p> | <p>Using maps to locate countries and continents.</p> | <p>Ancient and modern day Greece geographical features</p> | <p>Opportunity to pick up on skills missing</p> |
| <p>History</p> | <p>Not taught this term</p> | <p>Prehistoric England from the stone age to the iron age</p> | <p>Significant individuals James Lind. British history beyond 1066</p> | <p>Not taught this term</p> | <p>Ancient Greece</p> | <p>Opportunity to pick up on skills missing</p> |
| <p>Art</p> | <p>Water pictures, Look at the work of a range of artists Develop a range of art techniques Create a sketch book Improve mastery of drawing and painting.</p> | <p>Finding out about Neolithic art. Designing patterns in this style to later go on clay beakers Designing iron age jewellery using pencils to carefully draw designs</p> | <p>Not taught this term. Taught as a DT module</p> | <p>Bird art looking at use of colour and flow representing movement. Experimenting with charcoal, pencil and paint. Creating a final bird piece of art work</p> | <p>Looking at Greek art. Copy some of the designs creating our own design. (Possibly combine with DT to make a Greek pot to paint on their Greek design.)</p> | <p>Iron man art work combining computer drawing of the iron man and experimenting with backgrounds to support the picture</p> |
| <p>DT</p> | <p>Look at water wheels and hydro power. Relate to computing fantastic contraptions and water wheels</p> | <p>Innovation Research stone circles and Neolithic art. Combine with art/drawing designs. Building structures using stones to</p> | <p>Smoothies biscuits Bread Understanding about a healthy diet to prepare dishes Know where food comes from</p> | <p>Innovation Using computers to design a new animal having researched ideas and designs. Drawing alternatives creating design and then evaluating</p> | <p>Pandora's box. innovation Create an appealing product fit for purpose. Design using cross-sectional pictures and exploded</p> | <p>Robots innovation Design a product to fit a purpose Research robot designs Design and sketch robot Build selecting</p> |

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| | | create a mini Stonehenge design. Innovation creating a class design for Stonehenge. | Evaluate product along with packaging design taking into account comments from customers | using collage techniques | diagrams | materials and tools Evaluate |
| RE | Creation | Incarnation What is the Holy Trinity? | Gospel What kind of a world did Jesus want? | Salvation Why do Christians call the day Jesus died 'Good Friday'? | Hinduism What do Hindu people believe about God? | Hinduism How do Hindu people worship and celebrate? |
| PE | Football Tia Chi | Play team games attacking and defending Netball/capture the egg | Gymnastics | Dance Lion king composition Warm up with carnival of the animals. | Mini Olympics | Tri golf |
| Music | Show flash mob of European anthem) Exploring high quality music from great composers. One song a week based on water. Karaoke orchestra talking about sections of the orchestra. | Nuts and berry music Composing Musical notation Performing Christmas performance? | Food orchestra Food glorious food Playing and performing using voices and instruments | Carnival of the animals linked to Dance for year 2 and 3 Lion king music linked to dance for year 2 and 3 | Using software to compose a tune for the gods | Stomp recycled rhythm orchestra using buckets, tins. Recall sounds with increasing oral memory |
| PSHE | How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. How to recognise and manage emotions | About respect for self and others and the importance of responsible behaviours and actions 2. About rights and responsibilities as | What is meant by a healthy lifestyle 2.How to maintain physical, mental and emotional health and wellbeing 3. How to manage risks to physical and | How to recognise risky or negative relationships including all forms of bullying and abuse 4. How to respond to risky or negative relationships and ask | About the importance of respecting and protecting the environment 6. About where money comes from, keeping it safe and the | About managing change, transition and loss. How to make informed choices about health and wellbeing and to recognise sources of help with this 7. How |

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| | <p>within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse</p> | <p>members of families, other groups and ultimately as citizens 3. About different groups and communities 4. to respect diversity and equality and how to be a productive member of a diverse community</p> | <p>emotional health and wellbeing 4. ways of keeping physically and emotionally safe</p> | <p>for help 5. how to respect equality and diversity in relationships</p> | <p>importance of managing it effectively 7. The part that money plays in people’s lives 8. a basic understanding of enterprise</p> | <p>to respond in an emergency 8. to identify different influences on health and wellbeing</p> |
| <p>French</p> | <p>Nouns and greetings</p> | <p>Nouns and greetings</p> | <p>Classroom objects and colours</p> | <p>Classroom objects and colours</p> | <p>Parts of the body</p> | <p>Animals and pets</p> |