

# Long Term Planning – Phase 2 (Years 2/3)

Enrichment opportunities in **bold** are also in the Enrichment Passport

Phase 2 (Y2 & Y3)	Autumn Term	Spring Term	Summer Term
	YEAR A 2023/24, 2025/26 AND 2027/28		
Topic Theme	Weather	Great Fire of London	Romans
Core Concepts	<p><b>Time, change and chronology,</b> – <i>when, what order, how have things changed? What is the same?</i> <b>What is different?</b> (<i>When in history, what has changed since and what has stayed the same ? e.g. York floods</i>)</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (significant weather events e.g. York floods)</p> <p><b>Historical evidence, – how do we know about the past?</b> (evidence – newspapers and reports)</p> <p><b>Place - what makes up a place?</b> <b>What are its characteristics</b> (immediate locality),</p> <p><b>Environment – the significance of the environment</b> (atmospheric features of the environment – local, national and international)</p> <p><b>Scale – geographical outcomes on different levels – cause and effect</b>(impact of global warming on local weather)</p> <p><b>Change – how geographical phenomena change over time</b> (atmospheric features of the environment – local, national and international)</p>	<p><b>Time, change and chronology,</b> – <i>when, what order, how have things changed? What is the same?</i> <b>What is different?</b> (<i>When in history and timeline of events</i>)</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (what caused the fire, helped spread the fire what changed after the fire?)</p> <p><b>Historical evidence, – how do we know about the past?</b> (evidence – diaries and other reports, maps)</p> <p><b>Place - what makes up a place?</b> <b>What are its characteristics</b> (London),</p> <p><b>Scale – geographical outcomes on different levels – cause and effect</b>(impact GFoL had on features of London and other cities)</p> <p><b>Change – how geographical phenomena change over time</b> (change in London over time)</p>	<p><b>Time, change and chronology,</b> – <i>when, what order, how have things changed? What is the same?</i> <b>What is different?</b> (<i>When in history and timeline of empire, future changes</i>)</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (impact of the Roman empire on the world)</p> <p><b>Historical evidence, – how do we know about the past?</b> (evidence – archaeology, ruins, modern day features e.g. baths and roads)</p> <p><b>Place - what makes up a place?</b> <b>What are its characteristics</b> (Rome),</p> <p><b>Space- the significance of location.</b> (place in Europe, Italy - characteristics)</p> <p><b>Scale – geographical outcomes on different levels – cause and effect</b>(impact Roman empire had on Rome, Italy and Britain)</p> <p><b>Change – how geographical phenomena change over time</b> (change in UK from the Roman empire)</p>
History	Significant events in history – weather related	Events from before living memory/history extending beyond 1066	Early civilisations – empire, army, buildings, beliefs
Geography	Climate - what different weather can be found in different parts of the world, especially Europe? Hot and cold areas of the world. Can you explain how the weather affects different people? Field work – observation of local area	Plans & Photographs - can you label a diagram or photograph using geographical vocabulary?	Europe – UK Regions Can you name and locate the capital cities of neighbouring countries?
Art & Design	Drawing/Collage – seasonal trees/weather collage	Painting (contemporaneous and later paintings of the fire)	Sculpture – clay (Roman sculptures)
Computing	Computer Science: Coding (Code Studio courses B-C and Purple Mash 2Go) Digital Literacy: Online Safety PM Unit 2.2 or 3.2 (Also linked to PSHE – Summer term)		

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	Information Technology: Pictures creating animations. PM Unit 2.6 & 2animate/I can animate	Information Technology: Spreadsheets, databases, PM Unit (2.3/2.4 or 3.3 & 3.6)	Digital literacy: emails and search engines. PM Unit 2.5 & 3.5
Design & Technology	Mechanisms – Levers and linkages project	Food – Healthy and Varied diet	Textiles – 2D to 3D
Writing	Narrative Letter	Recount Information	Poetry Instructions
Class Novel	Lila and the Secret of Rain David Conway & Jude Daly The Rhythm of the Rain Grahame Baker-Smith Storm Sam Usher	Toby and The Great Fire Of London Margaret Nash & Jane Cope Vlad and the Great Fire of London Kate Cunningham & Sam Cunningham Ramadan Moon Na'ima B Robert	Romans Magnified The Romans: Gods, Emperors and Dormice Empire's End
Poetry and Non-Fiction	Y2: Roald Dahl Revolting Rhymes, I am the Seed that Grew the Tree, Michael Rosen Y2 Non-fiction: The Street Beneath My Feet, Little Lives Michael Johnson Y3: The Lost Words Robert MacFarlane, Chicken on the Roof Benjamin Zephaniah Y3 Non-fiction: Little Lives Frida Kahlo, The Pebble in my Pocket, She Shoots She Scores		
Enrichment	<b>National Science and Media Museum</b> <b>York Mosque Year 2</b> <b>Celebrate Diwali Year 2</b>	<b>Great Fire of London Experience (Mud Pie Arts)</b> <b>Pizza Express visit</b> <b>Fire Service visitors</b> <b>Autism Awareness workshop Y2</b> <b>Asian language workshop Year 3</b>	<b>York Tour Day – city walls/Yorkshire Museum</b> <b>Roman Day in School (inc Roman Banquet)</b> <b>Refugee Week art</b> <b>Poetry workshop</b> <b>Circus skills</b>
Values	Climate change	Female perspective of life in 1660s London.	Diversity in the Roman empire
PSHE (Jigsaw)	BM (Being Me in My World) "Who am I and how do I fit?" CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships CM (Changing Me) Coping positively with change
RE	Y2 Unit 1.2 Who is a Muslim? Y3 Unit L2.1 What do different people believe about God? Christians and Hindus.	Y2 Unit 1.6 Celebrate Special Times Y3 Unit L2.4 Why do people pray?	Y2 Unit 1.8 Caring for others Y3 Unit L2.7 What does it mean to be a Christian living in UK today?
PE	Fundamental skills, Football, dance Basketball	Fitness, dance, gymnastics	Athletics, striking and fielding, rugby (dodging and weaving)
Music	Y2 Ocarina: Posture, low D, A, high D and D major scale Y3 Recorder: Posture, B, A and G Composer: Y2 Saint-Saens Y3 Baroque - Bach, Handel & Vivaldi	Y2 Ocarina: Pictorial notation - play simple tunes Y3 Recorder: Practise tunes using B, A and G Composer: Y2 Saint-Saens Y3 Prokofiev	Y2 Ocarina: Play tunes in two parts Y3 Recorder: Play E and D and a pentatonic scale Composer: Y2 Saint-Saens Y3 World music - instruments around the world
Science	Y2 Plants Y3 Forces and Magnets	Y2 Materials and their uses Y3 Rocks Y3 Animals including humans	Y2 Animals including humans Y2 Habitats Y3 Light Y3 Plants
MFL	Y3 Aut 1 Where is French spoken, greetings, introductions Aut 2 Numbers to 10, birthdays, months of the year	Y3 Spr 1 Classroom actions, pencil case contents, colours. Spr 2 Numbers to 20 Parts of the face, size adjectives	Y3 Sum 1 Describing who is in our family, s/he is called... Sum 2 Do you have a pet? Answering and asking questions with role play

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Phase 2 (Y2 & Y3)	Autumn Term	Spring Term	Summer Term
	<b>YEAR B 2022/23, 2024/25 AND 2026/27</b>		
Topic Theme	<b>Schools Then and Now</b>	<b>Explorers</b>	<b>On The Move</b>
Core Concepts	<p><b>Time, change and chronology,</b> – <i>when, what order, how have things changed? What is the same? What is different?</i> (Comparison of the old school and the new school, similarities and differences, simple timeline )</p> <p><b>Historical evidence, – how do we know about the past?</b> (first hand – old school, photographs, people sharing stories)</p> <p><b>Place - what makes up a place?</b> <b>What are its characteristics</b> (immediate locality, school),</p> <p><b>Environment – the significance of the environment</b> (Heslington village features)</p>	<p><b>Time, change and chronology,</b> – <i>when, what order, how have things changed? What is the same? What is different?</i> (When in history/time periods)</p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (What the explorers did and the changes that came as a result)</p> <p><b>Historical evidence, – how do we know about the past?</b> (books, reports, photographs)</p> <p><b>Place - what makes up a place?</b> <b>What are its characteristics</b> (Different places – oceans and continents),</p> <p><b>Space- the significance of location.</b> (Northern Hemisphere, where in the world, what it means physically)</p> <p><b>Environment – the significance of the environment</b> (climate features of the continents in the Northern Hemisphere)</p>	<p><b>Time, change and chronology,</b> – <i>when, what order, how have things changed? (What is the same? What is different? When in history – different transport, how has it developed and changed\)</i></p> <p><b>Reasons and Results – why things happened, how people made a difference, change that followed</b> (development of transport, impact of key designs e.g. Stephenson's Rocket)</p> <p><b>Historical evidence, – how do we know about the past?</b> (museums, books, photographs)</p> <p><b>Place - what makes up a place?</b> <b>What are its characteristics</b> (capital cities of neighbouring countries, recognising capital cities from photographs of landmarks),</p> <p><b>Scale – geographical outcomes on different levels – cause and effect</b>(impact of more accessibility of transport links)</p> <p><b>Change – how geographical phenomena change over time</b> (how transport links have changed over time)</p>
History	Local history study - similarities and differences	Significant individuals and their contributions, comparing life in different time periods	Changes within living memory/development of transport
Geography	Place Knowledge similarities and differences UK/Europe (How is Heslington similar/different to ...?) Fieldwork of school grounds and area	Locating and naming Oceans & Continents Can you name a number of countries in the Northern Hemisphere? Compass directions	Europe - UK Regions Can you name and locate the capital cities of neighbouring countries?
Art & Design	Drawing - pencil sketches (Old and new school)	Painting / printing - collagraph printing (creating textures e.g. with string on a printing block)	Painting (Landscapes e.g. holiday destinations/journeys)
Computing	Computer Science: Coding (Code Studio courses B-C and Purple Mash 2Go) Digital Literacy: Online Safety PM Unit 2.2 or 3.2 (Also linked to PSHE – Summer term)		
	Information Technology: Making music PM Unit 2.7	Information Technology: Spreadsheets, graphing, PM Unit (2.3 or 3.3 & 3.8)	Information Technology: Presenting PM unit 2.8 & 3.9

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Design & Technology	Food – Preparing Fruit and Vegetables	Textiles – Templates and Joining	Mechanisms – Wheels and Axles
Writing	Narrative Recount	Non-chronological report Instructions	Poetry Explanation
Class Novel	Pattan's Pumpkin Chitra Soundar Quill Soup Alan Durant	Man on the Moon (A Day In The Life of Bob) Simon Bartram Tin Forest Helen Ward	Journey Aaron Becker The Tunnel Anthony Browne
Poetry and Non-Fiction	Y2: Roald Dahl Revolting Rhymes, I am the Seed that Grew the Tree, Michael Rosen Y2 Non-fiction: The Street Beneath My Feet, Little Lives Michael Johnson Y3: The Lost Words Robert MacFarlane, Chicken on the Roof Benjamin Zephaniah Y3 Non-fiction: Little Lives Frida Kahlo, The Pebble in my Pocket, She Shoots She Scores		
Enrichment	<b>York open top bus</b> <b>1950s school day</b> <b>York Mosque Year 2</b> <b>Celebrate Diwali Year 2</b>	<b>Captain Cook Birthplace Museum</b> <b>Learn a Bhangra Dance</b> <b>Asian language workshop Year 3</b>	<b>Hull Street Life Museum</b> <b>Yorkshire Air Museum</b> <b>Bikes / scooters</b> <b>Refugee Week art</b> <b>Create and demonstrate a vehicle</b>
Values	Diversity of York Investigating a non-European country	Non-European and female explorers	Women in transport Windrush Sustainable transport
PSHE (jigsaw)	BM (Being Me in My World) 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships CM (Changing Me) Coping positively with change
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