

*"I have set you an example that you should do as I have done." (John 13:15)*

2022 – 2023 Long Term Planning for Horse Chestnuts

Term Dates	Summer 1 17.04.23 – 25.05.23 (6 weeks)	Summer 2 05.06.23 – 25.07.22 (7 weeks)
Learning Theme	  <h2 data-bbox="639 405 1166 461">Our Wonderful World</h2>	
English	<p><b>Key Texts:</b></p> <p><b>Fiction:</b>            The Great Kapok Tree by Lynn Cherry            Hermelin by Mini Grey            The Promise by Nicola Davies</p> <div data-bbox="319 739 612 1097"> </div> <div data-bbox="711 745 1016 1093"> </div> <div data-bbox="1133 750 1452 1081"> </div> <p><b>Non-fiction:</b>            Plants topic-book collection            Rainforest topic-book collection</p> <p><b>Poetry:</b>            For Forest by Grace Nichols</p> <div data-bbox="697 1279 946 1525"> </div> <p>Writing genres: setting description, character description, explanation, non-chronological report, recount.</p>	
Mathematics (White Rose units)	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Fractions</li> <li>Recap of addition, subtraction, multiplication and division</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Time</li> <li>Mass, capacity and temperature</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Tally charts, pictograms, bar charts and tables</li> </ul>	

Science	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>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.</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>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.</li> </ul> <b>Plants</b> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <b>Plants</b> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>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.</li> <li>Investigate the way in which water is transported within plant.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	
Computing	<b>Unit 1.3 Pictograms</b> <ul style="list-style-type: none"> <li>To understand that data can be represented in picture format.</li> <li>To produce a computer version of a pictogram to record results of an investigation.</li> <li>To change the value of a picture.</li> </ul>	<b>Unit 1.7 Coding</b> <ul style="list-style-type: none"> <li>To understand what instructions are and predict what might happen when they are followed.</li> <li>To understand the terms 'object', 'action' and 'event'.</li> <li>To use code to make a computer program.</li> </ul>
RE	<b>L2.8 – What does it mean to be a Hindu in Britain today?</b> <ul style="list-style-type: none"> <li>Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life.</li> <li>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</li> <li>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</li> </ul>	
History	Geography focus this term	
Geography	<b>The Amazon</b> <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in North and South America.</i> <ul style="list-style-type: none"> <li>name some countries where rainforests are found and label a map to show countries where rainforests are found.</li> <li>find the Equator on a map and know that rainforests are found near the Equator.</li> <li>describe what the weather is usually like in a tropical climate.</li> <li>name the four layers of a rainforest and tell you about the climate in each layer.</li> <li>tell you more about one animal living in a rainforest.</li> <li>tell you some similarities and differences between the Amazon rainforest and the woods in Loxley.</li> <li>tell you what deforestation means.</li> </ul>	
Art & Design (Following Kapow)	<b>Drawing: Growing Artists</b> <ul style="list-style-type: none"> <li>recognise how artists use shape in drawing</li> <li>create tone in drawing by shading</li> <li>understand how texture can be created and used to make art</li> <li>To apply observational drawing skills to create detailed studies</li> <li>apply an understanding of composition to create abstract drawings</li> </ul>	
Design Technology (Following Kapow)	<b>Cooking and Nutrition: Eating Seasonally</b> <ul style="list-style-type: none"> <li>know that climate affects food growth</li> <li>understand the advantages of eating seasonal foods grown in the UK</li> <li>create a recipe that is healthy and nutritious using seasonal vegetables</li> <li>To safely follow a recipe when cooking</li> </ul>	

<b>Music</b> <i>(following Charanga/stand-alone)</i>	<b>On This Island: British Songs and Sounds Yr2</b> <ul style="list-style-type: none"> <li>To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.</li> <li>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</li> <li>To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.</li> <li>Create longer sequences of sounds with voices or instruments to represent a given idea or character, thinking of timbre, dynamics and tempo</li> </ul>	<b>Unit 1: South Africa (Glockenspiel instrumental lessons)</b> <ul style="list-style-type: none"> <li>Identify the basic key features of staff notation</li> <li>Recognise and play minims</li> <li>Recognise and play semibreves</li> <li>Recognise and play crotchets and crotchet rests</li> <li>Compose rhythmic patterns for a gumboot dance</li> </ul>
<b>French (Y3)</b>	<ul style="list-style-type: none"> <li>Understand and respond to simple classroom instructions</li> <li>To name school bag objects and recognise if they are masculine or feminine.</li> <li>To ask and answer a question about something you have or do not have.</li> <li>To prepare and present a short, spoken text.</li> </ul>	
<b>PE</b>	<b>Athletics</b> <ul style="list-style-type: none"> <li>To practise running techniques for sprinting, relay and hurdles.</li> <li>To learn skills for standing jumps.</li> <li>To practise throwing techniques.</li> </ul>	<b>Striking and Fielding</b> <ul style="list-style-type: none"> <li>To practise ball skills - throwing, catching, stopping and hitting for small-sided games such as Kwik Cricket.</li> </ul>
<b>PSHE</b> <i>(most units taken from our federation scheme: Coram Life Education SCARF)</i>	<b>Being My Best</b> <ul style="list-style-type: none"> <li>To know that learning new things takes time and practice.</li> <li>To know that some food choices can be healthy and others unhealthy.</li> <li>To describe simple hygiene routines.</li> <li>To name the major parts of the body</li> </ul>	<b>Valuing Difference</b> <ul style="list-style-type: none"> <li>To know and use respectful words.</li> <li>To identify special people and give reasons.</li> <li>To recognise how a person's behaviour can affect others.</li> <li>To suggest kind words and actions.</li> </ul>
<b>Topic Enrichment Activities</b> (which may take place as topic launch activities or end of topic celebration activities)	<b>Trip to Birmingham Botanical Gardens 26/04/23</b>	