



# Sycamore Class Year 2&3 Growing Strong Roots Long Term Plan

| Year A                                     | Aut 1   | Aut2  | Spr 1   | Spr2  | Sum1   | Sum2  |
|--|---|---|---|---|--|---|
|  |  |  |   |  |           |  |
|  |  |  |   |  |           |  |
| <b>Topic</b>                               | <b>Dragons</b>  | <b>Fires and Kings</b>  | <b>Forests</b>  |   | <b>The Stone Age and Rocks</b>   |   |
| <b>Geography</b>                           | Our place in the world: village, county, country Oceans and Continents            |   | Local and North American forest and the protection of them.   |   |  |   |
| <b>Mapping and fieldwork opportunities</b> | Maps of Cornwall, UK, World   |   | <ul style="list-style-type: none"> <li>• Map a route and go on a walk using compasses and map symbols. Locating features in local area using map digi maps.</li> <li>• Visit local woods and look at geo features.</li> <li>• Create questionnaire about the woods and create graphs based on results.</li> <li>• Use of atlas to locate N.American forests.</li> </ul> |   |  | Visit to beach to look for different rocks  |
| <b>History</b>                             |   | Great Fire of London-life at the time. Compare Charles II and III                 |   |   | Stone Age<br>Including looking at local sites e.g Carn Brea, Merry Maidens and Lanyon Quoit. |   |
| <b>Science</b>                             | Living things and their habitats  | Forces-e.g. twisting, stretching  | Animals inc. humans needs, diet, exercise, hygiene  | Plants<br>Recap habitats-linked to forests  | Forces-moving on different surfaces, ramps   | Rocks   |
| <b>Working Scientifically</b>              | Do all minibeasts live in the same microhabitat?                                  | What materials can be changed by squashing, bending, twisting and stretching?     | What exercises will make my heart beat faster?  | What does a plant need to survive?  | How does the surface affect the time it takes an object to slide down a slope?               | Which rocks can be scratched with a nail, are porous, or can float in water?        |


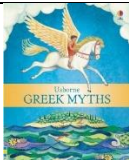


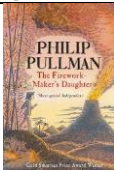
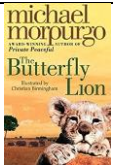
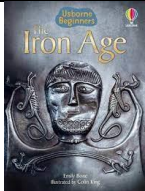
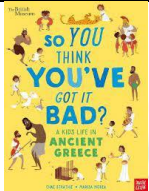
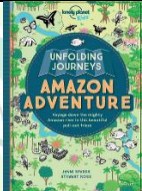

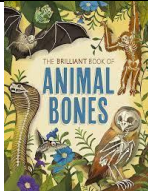
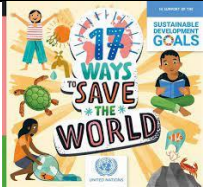
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| <b>Art</b>   | Paint and colour-mixing and colour wheels, apply key skills to create dragon art | Pastels-fireworks<br>Samuel Pepys<br>Portraits-proportion                              | Experiment and techniques with paint linked to trees<br>Collage-class piece Matisse                 | Drawing inc. tone 3d drawings                               | Coil clay pot (Stone Age) -Lucie Rie<br>Cave paintings |   |
| <b>Music Charanga</b>                                | Lean On Me   | Christmas  | Glock 1   | The Dragon Song   | RRR  | Practise for a performance  |
| <b>D.T. Something, for Someone, for some purpose</b> |  | Something: A crown<br>Someone: King Charles III<br>Purpose: To wear for his coronation | Something: A bag<br>Someone: A child<br>Purpose: To take a picnic to the woods                      |   |  | Something: A food product<br>Someone: the family<br>Purpose: a nutritious snack |
| <b>RE</b>  | What do Christians learn from the Creation Story?                                | What does Christmas matter to Christians?  | Who is a Jew and where do they live?<br>How do festivals and family life show what matters to Jews? | How and why do people try to make the world a better place? | What is the good news Jesus brings?                    |   |
| <b>Computing</b>                                     | Online safety  |  | Online safety and coding  | Online safety and word processing                           |  |   |
| <b>PSHE</b>  | Work, money, road safety, team skills, our communities                           |  | Physical activity, everyday drugs, everyday feelings, online safety                                 | Expressing feelings, well-being strategies, sun safety      |  |   |

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| Year B                                     | Aut 1   | Aut2  | Spr 1   | Spr2  | Sum1   | Sum2  |
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|  | <b>Metal</b>  | <b>Ancient Greece</b>   | <b>Amazon</b>   | <b>Coasts</b>   | <b>Mining and Cornwall</b>   |   |
|  |  |  |                               |  |               |  |
|  |  |  |                               |  |               |  |
| <b>Geography</b>                           |   | Modern Greece – European Study  | Amazon forest and the protection of them.   | Coasts and oceans inc. protecting them include 5 oceans                             | Key knowledge and skills Cornwall (+ countries of the UK and their capital cities, 7 continents) |   |
| <b>Mapping and fieldwork opportunities</b> |   | Digimaps – how far away is Greece? Look at Greece on the map, globe               |   | Visit beach – beach clean; how much plastic/pollution can we find in the area       | Locate mines and historical mining sites on a map.   |   |
| <b>History</b>                             | Bronze age to Iron Age inc. Iron Age settlement near Portreath                    | Ancient Greece  |   |   | Humphrey Davy ( link to mining) safety lamp Timelines  |   |
| <b>Science</b>                             | Forces- inc magnets   | Use of materials, include recycling   | Plants- inc. importance of them and environmental issues<br>Living things-habitats linked to sea and the Amazon |   | Animals inc humans- growing, skeleton  | Light   |
| <b>Working Scientifically</b>              | Which materials will the Iron Man want to eat                                     | Which material are waterproof observe the response to twisting,                   | Are there some plants which are able to survive extreme conditions? (Comparative test                           |   | Can people with longer Femurs jump further?  | Keeping the light source and object the same – can you                              |

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|  |                                 |                                    |   |  |                                |
|--|---------------------------------|------------------------------------|---|--|--------------------------------|
|  | (which materials are magnetic?) | bending, squashing and stretching? | - grow plants in different conditions eg no light, no water... and see which survive) |  | change the length of a shadow? |
|--|---------------------------------|------------------------------------|---|--|--------------------------------|

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| <b>Art</b>   |   | Greek myth clay tile                       | Art from another culture- Peter Minshall<br>-carnival, pattern, textiles  | Painting<br>Local artist-Kurt Jackson       | Drawing skills linked to mining<br>Texture-collage linked to mining         |  |
| <b>Music Charanga</b>                                | Hands, Get, Heart Playing metal instruments                                   | Christmas                                  | Let Your Spirit Fly<br>Composition-<br>rainforests  | Three Little Birds<br>Composition-coasts    | RRR   | Practise for a performance<br>Singing mining songs |
| <b>D.T. Something, for Someone, for some purpose</b> | Something: A house<br>Someone: A prehistoric person<br>Purpose: To survive in |  | Something: a fabric sea creature<br>Someone: the class<br>Some purpose: To create a class collage for the book corner |   | Something: Pasty<br>Someone: A miner<br>Some purpose: To eat whilst working |  |
| <b>RE</b>  | What kind of world did Jesus want?  | What is it like for someone to follow God? | Who is a Muslim and where do they live?   | Why does Easter matter to Christians?       | How do festivals and worship show what matters to Muslims?                  | What makes some Cornish places and people special? |
| <b>Computing</b>                                     | Online Safety   | Book Creator                               | Connecting computers  | Animation Digital<br>Media/Cross Curricular | Sequence in music<br>Programming A and B                                    | Branching databased<br>Data and information        |
| <b>PSHE</b>  | Work, money, road safety, team skills, our communities                        |  | Physical activity, everyday drugs, everyday feelings, online safety   |   | Expressing feelings, well-being strategies, sun safety                      |  |