Class: Kestrel Class Year group: 2 & 3

Learning Theme: Who settled here first? Half-term/year: term 1 & 2 - 2023-2024

English	Literacy Text: 'How to Wash a Woolly Mammoth' - Michelle Robinson 'Cave Baby' - Julia Donaldson 'Stone Age Boy' – Satoshi Kitamura 'Ug' - Raymond Briggs Whole Class Reading: • 'Gretel the Wonder Mammoth' – Kim Hillyard • 'The Ice Monster' - David Walliams • 'The Time Travelling Caveman' – Terry Pratchett
Maths	Year 2- Number and place value • count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward • recognise the place value of each digit in a two-digit number (10s, 1s) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems Year 3- Number and place value • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) • compare and order numbers up to 1,000 • identify, represent and estimate numbers using different representations • read and write numbers up to 1,000 in numerals and in words • solve number problems and practical problems involving these ideas Year 2- Number: addition and subtraction • solve problems with addition and subtraction:

	• using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and 1s • a two-digit number and 10s • 2 two-digit numbers • adding 3 one-digit numbers • show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems <u>Year 3- Number: addition and subtraction</u> • add and subtract numbers mentally, including: • a three-digit number and 1s • a three-digit number and 10s • a three-digit number and 100s • add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction • estimate the answer to a calculation and use inverse operations to check answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction <u>Year 2- Geometry: properties of shapes</u> • identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects <u>Year 3- Geometry: properties of shapes</u> • draw 2-D shapes and make • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Science	<u>Rocks:</u> ● Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ● Describe in simple terms how fossils are formed when things that have lived are trapped within rock ● Recognise that soils are made from rocks and organic matter <u>Animals including Humans:</u> • 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. • Identify that humans and some other animals have skeletons and muscles for support, protection • and movement.
PSHE	<u>Term 1- Being Me In My World:</u> ● valuing myself and others ● recognising my emotions and the emotions of others ● understand behaviours have consequences ● working co-operatively in groups ● Choosing to follow the rules and expectations <u>Term 2- Celebrating difference:</u> ● Families- Understanding all families are different ● Family conflict- understanding differences and conflict sometimes happen between family members. ● Witness and feelings- Understand what bullying is and know how to make someone who is bullied feel better. ● Witness and solutions- How witnesses to a situation can make it better or worse by what they do. ● Words that harm- recognise some words are used in hurtful ways. ● Celebrating difference- compliments- how words can affect someone's feelings.
RE	<u>Term 1</u> 1. Are all religions equal? Exploring the origins of different religions <u>Term 2</u> 2. How can books also be teachers? Understanding the significance of religious books.
History	<u>Stone Age to Iron Age:</u> ● late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ● Bronze Age religion, technology and travel, for example, Stonehenge ● Iron Age hill forts: tribal kingdoms, farming, art and culture ● a study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066 ● A local history study (Cheddar Man)

Geography	• key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
Music	Kestrel - Kapow - Orchestral instruments ● The three bears ● The Snow Queen ● Red Riding Hood ● Jack and the Beanstalk ● Super storytellers Make plausible descriptions of the music. Identify a few instruments and the sounds of different sections of the orchestra. Explain what is happening in the music using language relating to emotion. Create a piece of music with some appropriate tempo, dynamic and timbre changes. Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. Perform confidently using appropriate instrumental sounds.
PE	● TKASA sports Term 1 – Football Term 2 - Gymnastics ● Real PE Personal cog Fundamental skills- coordination- footwork - static balance- one leg
Computing	<u>Online safety</u> ● What happens when I post online? ● How do I keep my things safe online? ● How do I keep my things safe online? ● Who should I ask? ● It's my choice ● Is it true? Explain what is meant by online information. Recognise what information is safe to be shared online. Explain why we need passwords and what makes a strong password. Understand that they need to ask permission before sharing content online and explain why. Understand that they have the right to deny their permission to information about them being shared online. Say who they can ask for help with online worries. Use some strategies to work out if online information is reliable or not.

	<u>Computing systems and networks 2- word processing</u> ● Getting to know the keyboard ● Getting started with word processing ● Newspaper writer ● Poetry book ● Digital writer <u>Creating media- stop motion</u> ● What is animation? ● What is stop motion? ● Taking photographs ● My first animation ● Planning my project ● Creating my project	Explain which are the home row keys and how to find them for typing. Use the spacebar and backspace correctly. Type and make simple alterations to text using buttons on a word processor. Search for, import and alter appropriate images for a text document. Modify text in a document. Use copy and paste to copy text from one document to another. Create a flip book animation. Take clear, in-focus photographs using a digital camera. Upload images from the school network. Decompose a story into smaller parts to plan a stop motion animation. Create stop motion animations with small changes between images.
Art & Design	<u>Prehistoric painting</u> ● Exploring prehistoric art ● Charcoal animals ● Prehistoric palette ● Painting on a cave wall ● Hands on a cave wall	Recognise the processes involved in creating prehistoric art. Explain approximately how many years ago prehistoric art was produced. Use simple shapes to build initial sketches. Create a large scale copy of a small sketch. Use charcoal to recreate the style of cave artists. Demonstrate good understanding of colour mixing with natural pigments. Discuss the differences between prehistoric and modern paint. Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. Successfully make positive and negative handprints in a range of colours. Apply their knowledge of colour mixing to make natural colours.
Design & Technology	<u>Mechanisms- moving monsters</u> ● Pivot, levers, linkages ● Making linkages ● Designing my monster ● Making my monster	Identify the correct terms for levers, linkages and pivots. Analyse popular toys with the correct terminology. Create functional linkages that produce the desired input and output motions. Design monsters suitable for children, which satisfy most of the design criteria. Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. Select and assemble materials to create their planned monster features. Assemble the monster to their linkages without affecting their functionality.