

Class: Kestrel Class

Year group: 2/3

Learning Theme: How do cities grow?

Half-term/year: Terms 3&4 2024



Pawlett Primary
School Academy

English	<p>Class Anchor Text: The Egyptian Cinderella by Shirley Climo So You Think You've Got It Bad? A Kid's life in ancient Egypt by Chae Strathie Africa, Amazing Africa, Country by Country by Atinuke</p> <p>Haiku Poems - plants</p> <p>Class read aloud Secrets of a Sun King by Emma Carroll Egyptology by Emily Sands (Non-fiction)</p>
Maths	<p><u>Addition and Subtraction- Year 2</u></p> <ul style="list-style-type: none">▪ 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

Addition and subtraction- Year 3

- 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.

Money-Year 2

- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Money-Year 3

- add and subtract amounts of money to give change, using both £ and p in practical contexts

	<p><u>Multiplication-Year 2</u></p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs • show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts <p><u>Multiplication- Year 3</u></p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
Science	<p><u>Plants</u></p> <ul style="list-style-type: none"> · observe and describe how seeds and bulbs grow into mature plants · find out and describe how plants need water, light and a suitable temperature to grow and stay healthy · identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers · 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 · investigate the way in which water is transported within plants · explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
PSHE	<p><u>Dreams and goals</u></p> <ol style="list-style-type: none"> 1. Dreams and goals- Talk about people who have faced challenges and overcome them. 2. My dreams and goals – Identify a dream/ambition that is important to me. 3. A new challenge- Enjoy facing new learning challenges and working out ways to achieve them. 4. Our new challenge- Be motivated and enthusiastic about achieving a new challenge. 5. Our new challenge-overcoming obstacles- Recognise obstacles and how these can hinder achievement and take steps to overcome them.

	<p>6. Celebrating my learning- Evaluate my learning and suggests ways I can improve next time.</p> <p><u>Healthy me</u></p> <ol style="list-style-type: none"> 1. Being fit and healthy- understand the importance of exercise on my body. 2. Being fit and healthy- learn about how what I eat affects my body. 3. What do I know about drugs? (medicines)- my knowledge and attitudes towards drugs 4. Being safe- Identify people and places I need to make me feel safe. Know strategies I can use to keep safe, who to go to for help and how to call the emergency services. 5. Safe/unsafe- identify when something feels safe or unsafe. 6. My amazing body- understand how complex my body is and why it is important to take care of it.
RE	<p><u>How do we know some people have a special connection to God?</u></p> <ul style="list-style-type: none"> • Recognise parts of Jesus' birth story that tell us some people believe Jesus is special. • Understand that religious stories can help us learn about religious beliefs. • Identify some parts of the story that tell some people that Guru Nanak was special as a baby. • Identify miracles in the stories that tell some people that some children are special. • Make comparisons to other stories. • Describe why Krishna might be seen as special by some people. • Identify parts of the story that tell us that Muhammad is special to some people. • Identify a miracle believed to have been performed by Jesus as an adult and the significance in religious stories.
History	<p>Know the achievements of the earliest civilizations - an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Egypt.</p> <ul style="list-style-type: none"> • Know that the ancient Egyptian civilisation began 5,000 years ago when people started building villages next to the River Nile in north Africa. It lasted for around 3,000 years • Know that the ancient Egyptians were experts at farming and construction because they were very inventive. Learn about the Egyptian civilisation hierarchy and structure. • Know that they invented a solar calendar (a calendar based on the sun) and a writing system called hieroglyphs. • The ancient Egyptians also believed in a never-ending afterlife. They thought it was more important than their life on Earth, so they spent a lot of time planning for their death. The ancient Egyptians preserved the bodies of important

	<p>people through mummification. They built special tombs to be buried in, which they filled with all their favourite things. Some pharaohs built their tombs in the shape of giant pyramids</p>
Geography	<ul style="list-style-type: none"> • Know the importance of the river Nile on settlement in Ancient Egypt and today -. The Sahara desert, the Nile River and the abundance of rock greatly influenced where and how the ancient Egyptians settled and built their civilization. • Compare Nile River and River Delta's impact on Egyptian life and towns / cities (Cairo and Burnham) to River Brue in Somerset. Explore similarities of settlements developing because of river for trade and travel. Explore differences between Nile being a force for agriculture and Brue not, due to climate. • Discuss differences in weather patterns and importance of Nile in Egypt due to lack of year round rain (dry and wet seasons) • The river Nile's source begins from the rivers that flow into Lake Victoria (Uganda, Tanzania and Kenya). The Nile eventually empties into the Mediterranean Sea. • The Nile River provided fresh water for drinking, transportation for trade and fertile land for farming .The ancient Egyptians thought the Nile was sacred and special. • Most of Egypt is desert, but along the Nile River the soil is rich and fertile and good for growing crops especially- Wheat - Wheat was the main staple food of the Egyptians. They used it to make bread. • The River Nile flooded every year between July and October, in a season the Egyptians called akhet (the inundation). Melting snow and heavy summer rain in the Ethiopian Mountains sent a torrent of water causing the banks of the River Nile in Egypt to overflow on the flat desert land. When the floods went down it left thick rich mud (black silt) kemet which was excellent soil to plant seeds in after it had been ploughed. The ancient Egyptians ,could grow crops only in the flood plain area.
Music	<p>Rhythm, structure and texture</p> <ul style="list-style-type: none"> • Play tuned and untuned instruments musically. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. • Listen with concentration and understanding to a range of high quality and recorded music.
PE	<p>Real PE- cognitive cog . Skills- balance on a line, stance, Gymnastics (TKASA sports coach)</p>

Computing	<p>Computing systems and networks- emailing (Year 3)</p> <p>Programming- Scratch (Year 3)</p> <p>Online safety including safer internet day in February</p>
Art	<p><u>Ancient Egyptian scrolls</u></p> <ul style="list-style-type: none"> • Recognise and discuss the importance of Ancient Egyptian art. • Consider the suitability of a surface for drawing. • Record colours, patterns and shapes through observational drawing. • Choose and use tools and materials confidently. • Begin to experiment with drawing techniques. • Create a selection of sketches that show idea exploration. • Produce a final design with a clear purpose. • Follow instructions with minimal support. • Discuss and evaluate the process and outcome of their work. • Produce a complete painted or drawn piece from a design idea. • Use colours and materials appropriately, showing an understanding of effective composition. • Have a clear idea of the subject of their zine, including a range of images and information.
DT	<p><u>Cross stitch and applique- Egyptian collars</u></p> <ul style="list-style-type: none"> • Demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together. • Develop appliqué designs based on design criteria. • Design, cut and shape their template for an usekh/wesekh collar, with increasing accuracy. • Decorate their Egyptian collar using a variety of techniques such as appliqué, cross-stitch, beads, buttons and pinking. • Measure and attach a ribbon with a running stitch. • Recognise different types and qualities of fabrics. • Explain the aesthetic and/or functional properties of some of their material choices.