

Literacy

- Daily small group RWI sessions.
- Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentences structures.
- Write a range of narratives that are well structured and paced.
- Write a non-fiction piece of writing using a consistent and appropriate structure.

Key Texts:

Marcy and the Riddle of the Sphinx by

Joe Todd-Stanton

The Egyptian Cinderella by Shirley Climo

The story of Tutankhamum by Patricia Cleveland-Peck



Class 2

Summer Term One Overview



Art and Design

- 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.
- Create a selection of sketches that show idea exploration.
- Produce a final design with a clear purpose.
- 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.

Key Vocabulary:

Ancient, audience, civilisation, Egyptian, fold, imagery, colour, composition, convey, design, inform, layout, material, painting.

Design and Technology

- 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.

Key Vocabulary:

Appliqué, cross-stitch, fabric, running stitch, patch, thread, embellish, template, cotton, silk, polyester, wrinkle, tear, water-resistant.

Science – Animals including Humans

- Identify and name bones in the human body.
- Explain the functions of the skeleton.
- Identify and name bones in a range of animals.
- Identify animals with and without a spine.
- Explain how we move.
- Identify joints in the human body.
- Understand the five food groups.
- Explain what a balanced diet is.
- Compare and look at the diets of other animals.

Key vocabulary:

balanced diet., bone, carbohydrate, endoskeleton, exoskeleton, fat, fibre, invertebrate, joint, mineral, movement, muscle, nutrient, protection

Maths – Y2/3 White Rose

- Statistics – looking at tally charts, pictograms, block diagrams, bar charts and tables and learning how to interpret them.
- Shape, position and direction – including 2d and 3d shapes, angles, horizontal and vertical, parallel and perpendicular, perimeter, describing movement.
- Fractions – both recognising and counting, finding a fraction of an amount, unit and non-unit fractions, counting in tenths

History

What did the ancient Egyptians believe?

- Identify the ancient civilisations and key periods in ancient Egypt.
- Describe the physical features of Egypt.
- Explain the Egyptian creation story.
- Identify the characteristics of important gods or goddesses.
- Explain why the pyramids were built.
- Identify the stages and challenges of building a pyramid.
- Explain the links between ancient Egyptian beliefs and mummification.
- Name sources that can be used to find out about ancient Egyptian beliefs.
- Explain some Egyptian beliefs about the afterlife.

Key vocabulary:

Afterlife, Book of the Dead, civilisation, historically significant, immortal, mummification, preserve, Ra, River Nile, sarcophagus.

Music

- Clap the rhythm of their name.
- Sing the melody accurately while playing their instrument in time.
- Show a range of emotions using their voices.
- Describe the dynamics and timbre of their pieces.
- Play a known melody from letter notation in the right order, if not with the right rhythms.
- Play a new melody from letter notation in the right order, if not in time.
- Invent a melody, write it down and play it back.
- Select instruments with different timbres.
- Compose and perform a piece using different dynamic levels.

Key Vocabulary:

rhythm pulse dynamics timbre beat melody notation

Computing

Computing systems and networks – word processing

PE

Athletics
Hockey

RE

Rules for Living: Which rules should we follow? (Y3)
Does Everybody follow the same rules?
Buddhism Islam Sikhism

French

Playground games – numbers and age

PSHE

Being my best (Y2)