

CLASS Goldsworthy YEAR 2 and 3

Autumn Term 2022

ART/DESIGN AND TECHNOLOGY

- ❖ Sculpture and clay connected with History theme on Egyptians.
- ❖ Know that sculptures can be made by shaping solid materials such as clay, wood, metal, stone, ice, or by putting materials together.
- ❖ know that tools can be used to create texture and pattern.
- ❖ Structure and mechanism connected with the history of cars know how to make freestanding structures stronger, stiffer and more stable.
- ❖ Know and use technical vocabulary relevant to the project.
- ❖ Know who Goldsworthy is and what he is famous for.

HISTORY

- ❖ Changes within living memory – Transport.
- ❖ Understand that humans have enjoyed travel and have used many different forms of transport to get from one place to another.
- ❖ Know that forms of transport have changed over time.
- ❖ Research and identify different sources we can use to find out about the past.
- ❖ Ask and answer simple questions about transport.
- ❖ Compare old and new vehicles.
- ❖ Identify similarities and differences.
- ❖ Use words and phrases related to the passing of time.
- ❖ Place key events from the ancient Egyptian period on a timeline.
- ❖ Investigate the inventions and achievements of the ancient Egyptians.

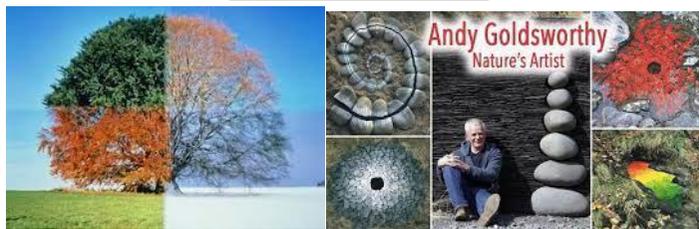
GEOGRAPHY

- ❖ River Nile - location and compare/contrast to river Thames - how are they the same / different?
- ❖ Explain how the water cycle keeps going.
- ❖ Find key rivers on a map.
- ❖ Identify the sea associated with the river that flows into it.
- ❖ Identify the place in which the source of a river is found. Compare the length of rivers.
- ❖ Water cycle.

COMPUTING

- ❖ Data Handling - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- ❖ Technology in our lives -Recognise common uses of information technology beyond school.
- ❖ E-Safety -Use technology safely and respectfully, keeping personal information private, identity where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Changes



RE

- ❖ Judaism and Christianity – beliefs and special people
- ❖ Story of the First Nativity
- ❖ Parable of the Sower
- ❖ Advent
- ❖ Harvest Festival

MUSIC

- ❖ Charanga units of :
- ❖ Rhythm in the way we walk.
- ❖ Round and round.
- ❖ Performing Nativity songs and singing.
- ❖ To know five songs off by heart.
- ❖ To know songs have a chorus or a response/answer part.
- ❖ To know that songs have a musical style.
- ❖ To confidently know and sing five songs from memory.
- ❖ To know that unison is everyone singing at the same time.
- ❖ Songs include other ways of using the voice e.g. rapping (spoken word).
- ❖ To know why we need to warm up our voices.
- ❖ Learn the names of the notes in their instrumental part from memory or when written down.
- ❖ Know the names of untuned percussion instruments played in class.

KEY TEXTS

- ❖ Egyptian Cinderella
- ❖ Changes
- ❖ Non - Fiction – The Water Cycle
- ❖ Earth Heroes
- ❖ Grandad’s Island
- ❖ Books by Anthony Brown including Changes.
- ❖ All are welcome
- ❖ The Proudest Blue
- ❖ Non – Fiction texts about the Egyptians and cars
- ❖ Poetry about changes and diversity

PSHRSE

- ❖ Use of SCARF resources to teach
- ❖ Year 2 and 3 Me and My relationships
- ❖ Year 2 and 3 Valuing difference

PE

- ❖ Gymnastics - Perform a variety of rolls (rug & shoulder) jumps (half turn, tuck and safely off apparatus) and balances (on one or two points).
- ❖ Choose and vary simple compositional ideas to create and perform a sequence.
- ❖ Year 3 Perform a variety of rolls, jumps and balances with increasing control.
- ❖ Devise, perform and repeat short sequences of movement with a beginning, middle and end that includes obvious contrasts.
- ❖ Dance Follow the leader – jumps, hops and skips.
- ❖ Compose and link movement phrases to make simple dances with clear beginning, middle and end.
- ❖ Year 3 - link several movements together with control and coordination.
- ❖ Devise and perform and repeat longer movement phrases, step patterns and dances showing contrasts eg fast/slow, high/low.
- ❖ Games – Football skills pass a ball with a partner over a variety of distances, varying direction.
- ❖ Throw a ball at a target and strike a small ball with a bat/racquet.
- ❖ Choose and use skills effectively for particular games.
- ❖ Year 3 Throw at a target, receive with hands, feet and stick.
- ❖ Devise own simple rules, apply them consistently and without dispute.
- ❖ Show awareness of positioning for attack and defence.

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| <p>MATHS</p> <ul style="list-style-type: none"> ❖ Number – place value Year 2 and Year 3 ❖ Addition and Subtraction Year 2 and 3 ❖ Shape Year 2 ❖ Multiplication and division Year 3 ❖ Following the White Rose scheme. | <p>ENGLISH</p> <ul style="list-style-type: none"> ❖ Read a variety of non-fiction and fiction texts related to the themes above ❖ Writing an Egyptian traditional tale ❖ Egyptian adventure story ❖ Writing instructions ❖ Free verse poem ❖ Writing a recount / explanation (Year 3) ❖ Phonics and spelling ❖ Handwriting following penpals ❖ Grammar for writing Year 2 and 3. | <p>SCIENCE</p> <ul style="list-style-type: none"> ❖ States of matter - water cycle ❖ Compare and group materials together, according to whether they are solids, liquids or gases. ❖ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. ❖ Materials identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. ❖ Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching ❖ Forces and magnets – Year 3- Compare how things move on different surfaces. ❖ Notice that some forces need contact between two objects, but magnetic forces can act at a distance. ❖ Observe how magnets attract or repel each other and attract some materials and not others. ❖ Compare and group together a variety of everyday materials. ❖ Describe magnets as having two poles. ❖ Predict whether two magnets will attract or repel each other, depending on which poles are facing. | <p>MFL – FRENCH</p> <ul style="list-style-type: none"> ❖ Greeting Year 3 – French greetings |
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| <p>Memorable experience Possible Visit to the Motor museum.</p> | <p>Hands on, investigative learning Workshop on the trip Building vehicle.</p> | <p>High Quality Text Egyptian Princess</p> | <p>End Product Vehicle – D and T product.</p> | <p>Opportunity for parental engagement Sharing assembly with O’Keeffe – traditional tales Nativity at the end of term</p> |
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