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| **MATHS**   * Times tables and related division facts. * Recognisse and name both 2D and 3D shapes and differentiate between them. * Understand that 2D shapes are actually flat and so cannot be handled or picked up. Recognise 2D shapes in different orientations. Develop strategies for accurate counting of sides. Understand irregular 2D shapes. Introduce vertices -understand that a vertex is where two lines meet at a point- recognise that corners are vertices. Accurately draw 2D shapes. * Understand symmetry * Use knowledge of 2D shapes to identify the shapes of faces on 3D shapes. Use knowledge of faces and curved surfaces to identify edges on 3D shapes - edge is where 2 faces meet or where a face and a curved surface meet. Use knowledge of edges to identify vertices on 3D shapes - vertex is where 2 or more edges meet. * Use language ‘forwards’, ‘backwards’, ‘up’, ‘down’, ‘left’ and ‘right’ to describe movement in a straight line. Practically follow and give directions with a partner. Write directions for given routes and record routes on 2D grids. * Reasoning and problem solving * Arithmetic | | | | **ENGLISH**   * Common exception words and weekly spelling lists. * Reading comprehension * Recap capital letters and full stops, exclamation marks, question marks, commas in lists, apostrophes for possession and contraction * Look at literary devices used – similes, alliteration – identify word types * Look at the use of speech – inverted commas * Book review ‘Flat Stanley Egypt Adventure’. * Read ‘The Wind in The Willows’ – story map – identify settings and characters and how both change as the story progresses * Letter writing from Mole to his parents * River description * Develop settings – wild wood – scary settings – building suspense * Turn parts of the story into a play-script – re-enact Mr Toad’s court room appearance. | | |
| **HISTORY**  **Ancient Egypt**   * Who were the Ancient Egyptians? * What was life like? * The mummification process * Tutankhamun * Hieroglyphics | **COMPUTING**  **Algorithms**   * Know what an algorithm is, write, use and improve an algorithm * Scratch programming * Internet safety | **YEAR 2**  **Kingfisher Class**  **ANCIENT EGYPT** | | | **MUSIC**  **Recorders** | **SCIENCE**  **Living Things and their Habitats**   * Living, dead or never alive? * Local habitats * Micro habitats * World habitats |
| **PE**  **Athletics and football** |
| **RE**  **How do festivals and worship show what matters to a muslim?**   * Identify some beliefs about God in Islam. Make clear links between beliefs about God and *ibadah* * Give examples of *ibadah* (worship) in Islam and describe what they involve. * Make links between Muslim beliefs about God and a range of ways in which Muslims worship * Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims * Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas | | | **FRENCH**  **At school**   * How do you get to school? * Rooms at school * In your pencil case * Telling the time | **PSHE**  **Growth Mindset**   * Earth day promises * Negative and positive thoughts. Changing negatives into positives * Mindful me * I am amazing | | **ART/DT**  **Egyptian Art**   * Portrait drawing – Egyptian death masks * Canopic jars |