

Who were the Ancient Egyptians?

Autumn Term 2 2024

Landaviddy (Y2/Y3)

History

Chronological Understanding

- Understand and use the words of the past and present when telling others about an event
- Describe the things that happened to themselves and other people in the past
- Order a set of events or objects based on when they happened and begin to use dates
- Understand that a time line can be organised in to BC (Before Christ) and AD (Anno Domini) and BCE/CE
- Describe and order significant events within a period studied and compare to present day, using dates
- Use a time line to place historical periods and events in chronological order and give reasons for their order

Historical Enquiry

- Recall different ways in which the past is represented
- Ask questions and find out answers about the past
- Use a wide range of sources, including trips and eye witness accounts to build a picture about the past
- Begins to identify the difference between primary and secondary sources
- Communicate understanding of the past in a variety of ways
- Identify the difference between primary and secondary sources
- Use primary and secondary sources as evidence about the past
- Ask questions and find answers about the past from a range of sources such as ‘how did people? What did people do for?’
- Explore the idea that there are different accounts of history and why they exist
- Suggest why certain events happened as they did
- Recognise the part that archaeologists have had in helping us understand more about the past

Understanding of events, people and changes in the past (Historical concepts and perspectives)

- Use information given to describe events and people beyond living memory
- Compare and contrast the differences within a locality, over time
- Give reasons why a significant person in the past may have made decisions in order to bring about change
- Identify similarities and differences between ways of life in different periods, including their own lives
- Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why.
- Use information given to describe key features of a time period
- Use evidence to find out about change during a time period
- Identify reasons for and results of peoples actions in the past
- Identify similarities and differences between different periods e.g. social, belief, local, individual

Communication

- Describe objects, people or events in history, building on others ideas and discussions
- Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT
- Build on, challenge and summarise others ideas in discussions, giving reasons for their opinions

Key Vocab:

Era, artefact, chronology, scribe, hieroglyphs, polytheistic, obelisk, temple, preserve, prepare, pyramid, chamber, Egyptologist, chariot, invade, bronze, navy, archer, trade, expand, monarchy, empire, power

Geography

Locational and Place Knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country

Human and Physical Geography

- Compare and contrast key physical and human features of two contrasting areas

Geographical Skills and Fieldwork

- Use simple compass directions, such as north, south, east and west to describe the location of features and routes on a map
- Use aerial photographs to devise a simple map and construct basic symbols in a key to recognise landmarks of local area such as schools, shops and parks.
- Use simple fieldwork and observational skills to compare the geography of their school and the local area with another area familiar to them, identifying the human and physical features

Key Vocab:

aerial photograph, atlas, beach, capital, characteristics, city, cliff, climate, coast, compass, continent, country, equator, factory, farm, fieldwork, forest, harbour, hill, house, key, landmark, locality, location, map, mountain, North Pole, ocean, office, port, river, sea, season, shop, soil, South Pole, symbol, temperate, town, valley, vegetation, village, weather

Music

Performing

Using their voice

- Have more control over their breathing, dynamics and diction
- Have more accuracy in their pitching
- Identify when pitch is getting higher/ lower and use their voice to recreate a note of the same pitch
- Follow a leader and signals such as start and stop
- Sing songs in a variety of styles with increasing confidence including some from memory
- Show an increasing awareness of pitch and the shape of a melody
- Understand the importance of correct posture and breathing
- Recognise basic musical structures in songs (verse/ chorus, call/ response, call/ echo etc)

Using instruments

- Show control in maintaining a steady beat, changing tempo and changing dynamics
- Perform a rhythmic accompaniment to a song
- Perform a sequence of sounds using a graphic score
- Follow a leader to start and stop together
- Demonstrate growing confidence in performing individually or as part of a small group
- GDS: Sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse

Listen, Reflect, Appraise

- Listen to live and recorded music commenting on beat (stead/ non steady), specific patterns in tune or rhythm, tempo, dynamics and mood and using appropriate terminology
- Recognise familiar instrumental sounds in music (guitar, violin, drums etc.)
- Identify repetition in music or a song
- GDS: Understand metre in 4 beats; then 3 beats

Key Vocab:

Dynamics (volume), Tempo (speed), Pitch (high/low), Key (happy/sad), Ostinato (repeating pattern), Metre, Control, melody, lyrics

PE

Ball Skills

- I am beginning to provide feedback using key words.
- I am beginning to understand and use simple tactics.
- I can dribble a ball with my hands and feet with some control.
- I can roll and throw a ball to hit a target.
- I can send and receive a ball using both kicking and throwing and catching skills.
- I can track a ball and collect it.
- I can work co-operatively with a partner and a small group.

Fitness

- I can describe how my body feels during exercise.
- I can show hopping and jumping movements with some balance and control.
- I persevere with new challenges.
- I showed determination to continue working over a longer period of time.
- I understand that running at a slower speed will allow me to run for a longer period of time.
- I work with others to turn a rope and encourage others to jump at the right time.
- I can go slower or stop then go again when I get tired.
- I can lean forward to speed up.
- I can persevere when I find a challenge hard.
- I can take small steps to change direction.
- I can work safely with others.
- I demonstrate balance when performing other fundamental skills.
- I understand that there are different areas of fitness.

Key Vocab:

Bounce, catch, collect, control, dribble, kick, prepare, receive, release, roll, target, touch, underarm, bend, breath, exercise, jog, jump, land, speed, sprint, steady, strong, time, tired, agility, balance, co-ordination, control, muscle, progress, speed, stamina, strength, technique

Computing

Programming 1
Algorithms and Debugging

Computer Science

- Develop confidence with the keyboard and the basics of touch typing.
- Articulating what decomposition is.
- Decomposing a game to predict the algorithms used to create it.
- Learn that there are different levels of abstraction.
- Explaining what an algorithm is
- Following an algorithm.
- Create a clear and precise algorithm.
- Learn that programs execute by following precise instructions.
- Incorporate loops within algorithms
- Use logical thinking to explore software, predicting, testing and explaining what it does.
- Use an algorithm to write a basic computer program.
- Use loop blocks when Program to repeat an instruction more than once.

Information Technology

- Develop word processing skills, including altering text, copying and pasting and Use keyboard shortcuts.

Key Vocab:

Abstraction, algorithm, artificial intelligence, bug, clear, correct, data, debug, decompose, error, key features, loop, predict, unnecessary

French

Numbers to 20 and age

Intercultural Understanding (Noel)

- Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own

Listening

- Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions)
- Develop understanding of the sounds of individual letters

Speaking

- Speak with others using simple words, phrases and short sentences (e.g. basic information)
- Speak aloud familiar words or short phrases in chorus

Reading

- Recognise and understand familiar written words eg ‘I’ form of certain verbs

Writing

- Write or copy simple words correctly eg numbers

Grammar

- Be aware of cognates
- 1st person

Key Vocab:

Vocabulaire

Combien? How many?, Quel âge as-tu? How old are you?
Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt
Noël – Christmas , le père noël – father Christmas, le sapin de Noël – Christmas tree, l’étoile – the star, le Cadeau – present, la renne - reindeer

RE

Islam

Making Sense of Beliefs:

- Recognise the words of the Shahadah and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean
- Give examples of how stories about the Prophet* show what Muslims believe about Muhammad.

Understanding the Impact:

- Give examples of how Muslims use the Shahadah to show what matters to them
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- Give examples of how Muslims put their beliefs about prayer into action.

Making Connections:

- Think, talk and ask questions about Muslim beliefs and ways of living
- Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

Key Vocab:

Islam, Muslim, Allah, Creator, Crescent, Qur’an, Creation, Masjid/Mosque, Prophet Muhammad (Peace be upon him), Madinah, Makkah, Prayer, Prophet, Shahadah, Salah(prayer), Sawm(Fast), Zakat (Charity), Hajj (pilgrimage), Pillar

Key Vocab:

Boys, girls, similarities, assumptions, shield, stereotypes, differences, special, Billy, purpose, kind, unkind, feelings, sad, lonely, help, on purpose, stand up for, male, female, diversity, fairness, kindness, friends, special, unique, value, family, loving, caring, safe, connected, conflict, solve it together, resolve, witness, bystander, bullying, gay, tell, consequences, hurtful, compliment

D.T.

Design

- Generate ideas through comparing existing products
- Plan an innovative product
- Identify appropriate tools and materials and explain their choice
- Describe their design by using pictures, diagrams and words
- Make templates/mockups
- Gather information about the needs/wants of particular individuals/groups
- Identify and plan the equipment/ tools needed and give reasons why
- Order the main stages of making their product
- Identify a design criteria and establish a purpose/ audience for their product
- Create realistic plans e.g. what tools, equipment, materials and components they will use

Make

- Join materials and components together in different ways
- Measure materials to use in a model or structure with increasing accuracy and independence
- Use joining, folding or rolling to make it stronger
- Use equipment and tools accurately and safely
- Select the most appropriate materials, tools and techniques to use
- Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components
- Assemble, join and combine materials and components with some accuracy

Evaluate

- Make simple judgements about their products and ideas against design criteria
- Suggest how their products could be improved, evaluating products and components used
- Explain what they would change if they were going to make their product again
- Think about their ideas as they make progress and be willing to make changes if this helps them to improve their work
- Assess how well their product works in relation to the purpose
- Explain how they could change their design to make it better

Textiles

- Shape textiles using templates
- Join textiles using running stitch
- Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing)
- Join textiles of different types in a range of ways
- Choose textiles both for their appearance and also qualities
- Begin to use a range of simple stitches

Key Vocab:

Asymmetrical, cotton, embellish, patch, polyester, silk, template, applique, cross-stitch, fabric, pinking, running stitch, symmetrical, thread

PSHE

Celebrating Differences

- Boys and girls
- Boys and girls
- Why does bullying happen?
- Standing up for myself and others
- Gender diversity
- Celebrating difference and still being friends

- Families
- Family conflict
- Witness and feelings
- Witness and solutions
- Words that harm
- Celebrating difference: compliments

Key Vocab:

Boys, girls, similarities, assumptions, shield, stereotypes, differences, special, Billy, purpose, kind, unkind, feelings, sad, lonely, help, on purpose, stand up for, male, female, diversity, fairness, kindness, friends, special, unique, value, family, loving, caring, safe, connected, conflict, solve it together, resolve, witness, bystander, bullying, gay, tell, consequences, hurtful, compliment