

Learning Pathway – Kestrels

Project Title: From seed to plate

Year: 2/3

Term: 1/2

Term 1		Term 2	
WOW Start: First hand experiences:		WOW End: Science and Art exhibition	
English	Term 1 <u>Troll Swap by Leigh Hodgkinson</u> Assessed Piece: Story with character focus <u>Mastery Keys</u> • Use punctuation correctly – full stops, capital letters • Use expanded noun phrases to describe and specify • Use subordination (because) and coordination (and) <u>Feature keys (vocabulary, manipulating sentences and tense, structure)</u> • Use phrases from story language • Create and describe characters • Create and describe settings • Use past tense consistently and correctly • Write in 3rd person • Sequence of events with beginning, middle and end		Term 2: <u>Nen and the lonely fisherman by Ian Eagleton and James Mayhew</u> Assessed Piece: To write a fantasy story based on a classic tale, changing the setting. <u>Mastery Keys</u> • Use conjunctions to express time, place and cause • Use adverbs to express time • Use a or an according to whether the next word begins with a vowel or consonant • In narratives, create characters, settings and plot • Use inverted commas to punctuate direct speech. <u>Feature keys (vocabulary, manipulating sentences and tense, structure)</u> • Use small details to describe characters • Establish the setting in the first line • Include a setting to create atmosphere • Use imagery for description • Use 1st or 3rd person consistently • Use tenses appropriately • Sequence story and use paragraphs

Reading

Children will:

Develop reading fluency, accuracy and confidence using phonics and wider word knowledge.

Read aloud with increasing expression and appropriate pace.

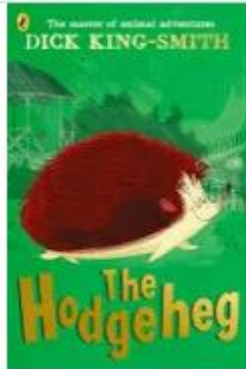
Discuss the meaning of unfamiliar vocabulary using context.

Develop familiarity with a range of fiction, non-fiction, poetry and plays.

Retrieve information that is directly stated in a text.

Make simple predictions using clues from the text.

The Hodgeheg by Dick King-Smith



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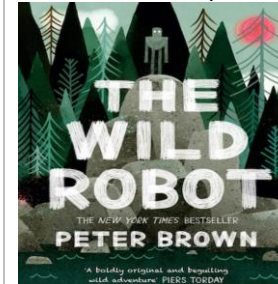
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The Wild Robot by Peter Brown



Maths	<u>Year 2</u> <u>Place Value</u> LO: PV1 Numbers to 20 LO: PV2 Count objects to 100 by making 10s LO: PV3 Recognise tens and ones LO: PV4 Use a place value chart LO: PV5 Partition numbers to 100 LO: PV6 Write numbers to 100 in words LO: PV7 Flexibly partition numbers to 100 LO: PV8 Write numbers to 100 in expanded form LO: PV9 10s on the number line to 100 LO: PV10 10s and 1s on the number line to 100 <u>Year 2</u> <u>Addition and Subtraction</u> LO: AS1 Bonds to 10 LO: AS2 Fact families - addition and subtraction bonds within 20 LO: AS3 Related facts LO: AS4 Bonds to 100 (tens) LO: AS5 Add and subtract 1s LO: AS6 Add by making 10 LO: AS7 Add three 1-digit numbers LO: AS8 Add to the next 10 LO: AS9 Add across a 10 LO: AS10 Subtract across 10 LO: AS11 Subtract from a 10 LO: AS12 Subtract a 1-digit number from a 2-digit number (across a 10) LO: AS13 10 more, 10 less LO: AS14 Add and subtract 10s LO: AS15 Add two 2-digit numbers (not across a 10) LO: AS16 Add two 2-digit numbers (across a 10) LO: AS17 Subtract two 2-digit numbers (not across a 10) LO: AS18 Subtract two 2-digit numbers (across a 10) LO: AS19 Mixed addition and subtraction LO: AS20 Compare number sentences LO: AS21 Missing number problems <u>Year 3</u> <u>Place Value</u> LO: PV1 Represent numbers to 100 LO: PV2 Partition numbers to 100 LO: PV3 Number line to 100 LO: PV4 Hundreds LO: PV5 Represent numbers to 1,000	<u>Year 2</u> <u>Addition and Subtraction -Follow on from term 1</u> LO: AS1 Bonds to 10 LO: AS2 Fact families - addition and subtraction bonds within 20 LO: AS3 Related facts LO: AS4 Bonds to 100 (tens) LO: AS5 Add and subtract 1s LO: AS6 Add by making 10 LO: AS7 Add three 1-digit numbers LO: AS8 Add to the next 10 LO: AS9 Add across a 10 LO: AS10 Subtract across 10 LO: AS11 Subtract from a 10 LO: AS12 Subtract a 1-digit number from a 2-digit number (across a 10) LO: AS13 10 more, 10 less LO: AS14 Add and subtract 10s LO: AS15 Add two 2-digit numbers (not across a 10) LO: AS16 Add two 2-digit numbers (across a 10) LO: AS17 Subtract two 2-digit numbers (not across a 10) LO: AS18 Subtract two 2-digit numbers (across a 10) LO: AS19 Mixed addition and subtraction LO: AS20 Compare number sentences LO: AS21 Missing number problems <u>Year 2</u> <u>Shape</u> LO: SH1 Recognise 2-D and 3-D shapes LO: SH2 Count sides on 2-D shapes LO: SH3 Count vertices on 2-D shapes LO: SH4 Draw 2-D shapes LO: SH5 Lines of symmetry on shapes LO: SH6 Use lines of symmetry to complete shapes LO: SH7 Sort 2-D shapes LO: SH8 Count faces on 3-D shapes LO: SH9 Count edges on 3-D shapes LO: SH10 Count vertices on 3-D shapes LO: SH11 Sort 3-D shapes LO: SH12 Make patterns with 2-D and 3-D shapes <u>Year 3</u> <u>Addition and Subtraction – Follow on from term 1</u> LO: AS1 Apply number bonds within 10 LO: AS2 Add and subtract 1s LO: AS3 Add and subtract 10s

LO: PV6 Partition numbers to 1,000
LO: PV7 Flexible partitioning of numbers to 1,000
LO: PV8 Hundreds, tens and ones
LO: PV9 Find 1, 10 or 100 more or less
LO: PV10 Number line to 1,000
LO: PV11 Estimate on a number line to 1,000
LO: PV12 Compare numbers to 1,000
LO: PV13 Order numbers to 1,000
LO: PV14 Count in 50s

Year 3

Addition and Subtraction

LO: AS1 Apply number bonds within 10
LO: AS2 Add and subtract 1s
LO: AS3 Add and subtract 10s
LO: AS4 Add and subtract 100s
LO: AS5 Spot the pattern
LO: AS6 Add 1s across a 10
LO: AS7 Add 10s across a 100
LO: AS8 Subtract 1s across a 10
LO: AS9 Subtract 10s across a 100
LO: AS10 Make connections
LO: AS11 Add two numbers with no exchange
LO: AS12 Subtract two numbers with no exchange
LO: AS13 Add two numbers across a 10
LO: AS14 Add two numbers across a 100
LO: AS15 Subtract two numbers across a 10
LO: AS16 Subtract two numbers across a 100
LO: AS17 Add 2-digit and 3-digit numbers
LO: AS18 Subtract a 2-digit number from a 3-digit number
LO: AS19 Complements to 100
LO: AS20 Estimate answers
LO: AS21 Inverse operations
LO: AS22 Make decisions

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Year 3

Multiplication and Division

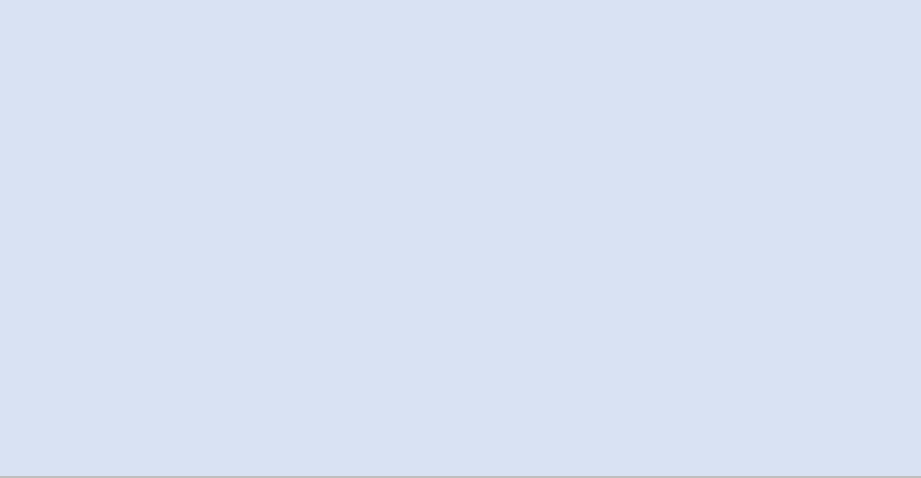
LO: MD1 Multiplication – equal groups
LO: MD2 Use arrays
LO: MD3 Multiples of 2
LO: MD4 Multiples of 5 and 10
LO: MD5 Sharing and grouping
LO: MD6 Multiply by 3
LO: MD7 Divide by 3
LO: MD8 The 3 times-table
LO: MD9 Multiply by 4
LO: MD10 Divide by 4
LO: MD11 The 4 times-table
LO: MD12 Multiply by 8
LO: MD13 Divide by 8
LO: MD14 The 8 times-table
LO: MD15 The 2, 4 and 8 times-tables

Science	<u>Animals: Movement and Nutrition including food chains</u> Children will: • Identify the main bones and muscles in the human body and explain how they help us to move • Understand that humans need food, water, and exercise to stay healthy and recognise the importance of a balanced diet • Identify the main food groups and make healthy food choices • Construct and explain simple food chains, recognising that animals depend on plants and other animals for food • Work scientifically by asking questions, carrying out simple investigations, making observations and using scientific vocabulary to communicate their findings <u>Key Questions:</u> Why do humans and animals have skeletons? What are the main bones in our body? How do muscles help us move? Why do we need food? What makes a healthy diet? How can we keep our bodies healthy? How does food move from one living thing to another?	<u>Animals: Movement and Nutrition including food chains</u> Children will: • Identify the main bones and muscles in the human body and explain how they help us to move • Understand that humans need food, water, and exercise to stay healthy and recognise the importance of a balanced diet • Identify the main food groups and make healthy food choices • Construct and explain simple food chains, recognising that animals depend on plants and other animals for food • Work scientifically by asking questions, carrying out simple investigations, making observations and using scientific vocabulary to communicate their findings <u>Key Questions:</u> Why do humans and animals have skeletons? What are the main bones in our body? How do muscles help us move? Why do we need food? What makes a healthy diet? How can we keep our bodies healthy? How does food move from one living thing to another?
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Computing	<u>Connecting computers</u> Children will: • Understand that digital devices are computers. • Identify different digital devices used at home and in school. • Explain that computers accept inputs, process information, and produce outputs. • Recognise how computers are connected and communicate. • Compare digital and non-digital devices. • Develop computing vocabulary including input, output, process, digital device, network and connection. • Work collaboratively to investigate and discuss how technology is used in everyday life. <u>Key questions:</u> What makes something a computer? Are all computers the same? How do computers receive information? What happens inside a computer? What is an output? How are computers connected? Why do schools use networks? How does technology help us every day?	<u>Creating media</u> Children will • Understand that stop-frame animation is created from a sequence of still images. • Explore examples of stop-frame animation and explain how movement is created. • Plan an animation using a simple storyboard. • Capture a sequence of images using a tablet or camera. • Make small changes between frames to create smooth movement. • Use software to play back, edit and improve an animation. • Evaluate their own and others' animations using computing vocabulary. <u>Key questions:</u> What is stop-frame animation? How do still images create movement? How can planning improve an animation? What makes a stop-frame animation successful?
Art		Sculpture- Georgia O'keefe -Study the work of artists and craftspeople in history - To create sketch books to record observations and use them to review and revisit ideas. - Plan and design models from observation - To use slab and coil techniques to manipulate clay. - To create texture and pattern on clay. - Explore sculpture using a variety of materials e.g. wire and paper. -
History		

Geography	<u>Where does our food come from?</u> Children will: • Understand that foods come from different places around the world and that growing conditions affect where food can be produced • Explain some ways that food production and transportation can affect the environment • Understand what responsible trade means and why it is important • Describe the journey of food from its source to consumer • Understand what food miles are and recognise that foods travel different distances • Collect and use information to investigate where food comes from • Identify some advantages and disadvantages of buying local and imported food <u>Key enquiry questions:</u> How can our food choices impact the environment? What does it mean to trade responsibly? How do we get our chocolate? Where does our food come from? Are our school dinners locally sourced? Is it better to buy local or imported food?	<u>Weather and climate</u> Children will: • Explain the difference between weather and climate. • Observe and describe weather. • Use weather equipment. • Read weather maps. • Record and present data. • Identify patterns. <u>Key enquiry questions:</u> What is the difference between weather and climate? How can we read a weather map? How can we collect weather data? How can we present weather data? How can we analyse our weather data and evaluate our fieldwork? Why is it important to measure weather accurately? How can weather affect people and places? What can weather data tell us about our local environment?
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Music	Ballads Children will: • Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Recognise and explain the changes within a piece of music using musical vocabulary. • Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Begin to show an awareness of metre. • Begin to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Compose a piece of music in a given style with voices and instruments. • Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Explain their preferences for a piece of music using musical vocabulary. • Offer constructive feedback on others' performances.	Christmas singing and performance Children will: • Learn and perform a range of Christmas songs with increasing confidence • Sing clearly, in tune, developing an awareness of pitch and melody • Follow a steady beat and sing with an appropriate sense of rhythm • Use expression, dynamics and tempo to enhance a performance • Listen carefully and perform together as part of a group. • Rehearse and perform songs confidently to an audience
Indoor PE	<u>Indoor PE – Fundamentals</u> Children will: • Develop balance, coordination and agility through a range of movement activities. • Move safely and confidently in different ways, including running, hopping, jumping, skipping and changing direction. • Improve control when travelling at different speeds and in different directions. • Develop body control, spatial awareness and the ability to respond to instructions and challenges. • Begin to evaluate their own performance and identify ways to improve.	<u>Indoor PE - Invasion Games</u> Children will: • Develop basic attacking and defending skills through simple invasion games. • Use sending, receiving and dribbling skills to maintain possession. • Find and move into space to support teammates. • Understand simple rules, tactics and the importance of fair play. • Work collaboratively as part of a team and reflect on their performance to improve.

Outdoor PE	<u>Outdoor PE –</u> <u>Ball skills</u> Children will: • Develop confidence and control when sending, receiving and travelling with a variety of balls. • Improve accuracy when throwing, catching, rolling, bouncing and kicking. • Apply simple techniques to control a ball using their hands and feet. • Develop hand-eye and foot-eye coordination through individual and partner activities. • Work cooperatively with others and begin to evaluate their own and others' performances.	<u>Outdoor PE –</u> <u>Gymnastics</u> Children will: • Develop control, balance, strength and flexibility through gymnastics. • Perform a range of travelling, rolling, jumping and balancing actions with increasing control. • Link movements together to create simple sequences. • Demonstrate different body shapes, levels and directions in their performances. • Evaluate and improve their own and others' sequences using simple success criteria.
Design and Technology Taught as a blocked unit	Cooking and nutrition: Eating seasonally Food from around the world Seasonal food Cutting and peeling Tasting seasonal ingredients Making a mock up Evaluating seasonal tarts	
RE	<u>What is the Good News Jesus Brings? (Gospel)</u> • What makes news "good"? • Why did Jesus choose Matthew? • Why is forgiveness good news? • How can Jesus bring peace? • How do Christians share Jesus' Good News today? • Is Jesus' Good News good news for everyone?	<u>Why does Christmas Matter to Christians? (Incarnation)</u> • Why do people celebrate Christmas? • What happened when Jesus was born? • Why do Christians believe Jesus is more than an ordinary baby? • Why do Christians celebrate Advent? • How do Christians remember the birth of Jesus? • Why does Christmas still matter today?

Jigsaw	<u>Being in my World</u> • LO1: I recognise my worth and can identify positive things about myself and my achievements, I can set personal goals, I value myself and know how to make someone else feel welcome and valued • LO2: I can face new challenges positively, make responsible choices and ask for help when I need it, I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions • LO3: I understand why rules are needed and how they relate to rights and responsibilities, I know how to make others feel valued • LO4: I understand that my actions affect myself and others and I care about other people's feelings, I understand that my behaviour brings rewards/consequences • LO5: I can make responsible choices and take action, I can work cooperatively in a group • LO6: I understand my actions affect others and try to see things from their points of view, I am choosing to follow the learning charter	<u>Celebrating Differences</u> • LO1: I understand that everybody's family is different and important to them, I appreciate my family/the people who care for me • LO2: I understand that differences and conflicts sometimes happen among family members, I know how to calm myself down and can use the 'Solve it together' technique • LO3: I know what it means to be a witness to bullying, I know some ways of helping to make someone who is bullied feel better • LO4: I know that witnesses can make the situation better or worse by what they do, I can problem solve a bullying situation with others • LO5: I recognise that some words are used in hurtful ways, I try hard not to use hurtful words • LO6: I can tell you about a time when my words affected someone's feelings and what the consequences were, I can give and receive compliments and know how this feels
MFL	Lesson 1 — Hello! (Song) Lesson 2 — How Are You? Lesson 3 — What is Your Name? Lesson 4 — How Old Are You? Lesson 5 — My Family Lesson 6 — My Fantastic Family (Story)	
Performance of learning/opportunity		KS1 and KS2 Christmas events