

# The Cradle of Civilisation

Year 2 Autumn 1



## History: Ancient Egypt

- To introduce the concept of civilisation by comparing archaeological evidence from Ancient Sumer, Indus Valley, Shang Dynasty and Ancient Egypt.
- To explore concurrence of ancient civilisations using a timeline.
- To understand the importance of rivers to ancient civilisations.
- To understand how archaeology and evidence from the past helps us find out about Ancient Egypt.
- To compare hieroglyphs with the early writing of other civilisations.
- To know that pharaohs were Ancient Egyptian rulers and place on a timeline.
- To understand why pyramids were built.
- To understand the process of mummification.
- To understand the importance of life after death of Ancient Egyptians

## Geography:

- To use maps and globes to locate the ancient civilisations of Indus, Sumer, Shang & Egypt
- To identify the continents of Africa and Asia on a map or globe.
- To understand the climate in Africa and its influence on vegetation, particularly in the Sahara Desert.
- To understand the importance of the Nile River, floods and farming

## Science: Plants

- To observe and describe how seeds and bulbs grow into mature plants.
- To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- To understand different ways in which plants can disperse their seeds.
- To identify and classify different types of plants, seeds and bulbs.
- To make observations over time of bulbs planted and growing seeds.

## English:

### Reading:

- Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes
- Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences
- Read many common exception words.
- Read aloud many words quickly & accurately without overt sounding and blending.
- Sound out many unfamiliar words accurately.
- Answer questions in discussion with the teacher & make simple inferences.

### Writing:

#### *Writing stories, letters and non-fiction writing (Text - Quest, Ziraffa Giraffa)*

- Write sentences that are sequenced to form a short narrative
- Demarcate some sentences with capital letters and full stops.
- Segment spoken words into phonemes & represent these by graphemes, spelling some words correctly & making phonically-plausible attempts at others.
- Spell some common exception words
- Form lower-case letters correctly in shape, size & direction
- Use spacing between words.

## Mathematics:

- To revise number bonds to 10, 20 and 100, to begin to count in steps of 2 and 5 from 0 to tens from any number, forward or backward with support, to know 2 more/less and 10 more/less
- to know halves and doubles of even numbers to 20, to add/subtract 10 to 2-digit numbers, to add/subtract 1-digit numbers from 2-digit numbers, to know addition and subtraction facts to 20 and to begin to know 2 x tables at speed.
- To begin to recognise the place value of each digit in a two-digit number.
- To identify and read numbers to at least 50 in numerals and in words.
- To add numbers with support using concrete objects, pictorial representations including: TO+O, TO+T & TO+TOA
- Adding three one-digit numbers
- To begin to recognise symbols for pounds (£) and pence (p): combine simple amounts to make a particular value.
- To begin to solve simple problems in a practical context involving addition of money of the same unit, with support.
- To begin to partition two 2-digit numbers in order to add.
- To begin to solve problems involving multiplication, with support, using materials, repeated addition and multiplication.
- To identify 2-D and 3-D shapes and some of their properties, including the number of sides and faces.
- To begin to choose and use appropriate standard units to estimate and measure length/height, capacity and temperature.

## Art:

- To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- To use colour, pattern, texture, line, shape, form and space: Create Egyptian silhouettes.
- To use collage/mixed media: Create Ancient Egyptian portraits.

## Music:

### History of music: Ancient Egyptian

- To use their voices expressively and creatively by singing songs and speaking chants and rhymes
- To play tuned and untuned instruments musically
- To listen with concentration and understanding to a range of high-quality live and recorded music
- To experiment with, create, select and combine sounds using the inter-related dimensions of music.



## Computing: Information technology around us:

How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.

## PE:

### realPE – Unit 1 Personal Skills Cog

Fundamental movement skills:  
Coordination – footwork  
Static Balance - One leg



### realGym – Toy Box and Jungle Trip

shape, balance and travel



## RE: What is important for Muslim families? In what way is the mosque special to Muslims?

- that the word 'Islam' means 'submission' in Arabic.
- that 'respect' is important to Muslims.
- that Muslims believe that Muhammad (pbuh\*):
  - is a prophet and the last messenger of Allah in Islam
  - is the best example of a Muslim, and that they should try to be like him
- that the Qur'an:
  - is the special book for Muslims and is written in Arabic
  - contains the holy words of Allah to Muhammad
- that the mosque is the special place of worship for Muslims
- that the different parts of a mosque have different names and different purposes
- that Muslims go to a mosque to worship Allah and learn from the Qur'an
- why mosques are decorated with patterns and Arabic writing
- that people demonstrate respect by removing their shoes and wearing modest clothing.

## PSHE:

- to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.
- to recognise that choices can have good and not so good consequences.
- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- to learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.
- to know what is meant by 'privacy', their right to keep things private; the importance of respecting others privacy.