



ENTRY POINT	IPC	English	
<ul style="list-style-type: none"> <li>Exploding brain artwork</li> </ul>	<u>Brainwave Learning Goals</u> 1.01 Know that they can affect the quality of their own learning 1.02 Know about some of the recent evidence and research into the brain and learning 1.03 Be able to apply these theories to their own learning and reflect on their importance	<b>Humorous poetry</b> <b>The brain-Boggling Book – Horrible science</b>  <u>Speaking and Listening</u> <ul style="list-style-type: none"> <li>Give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings.</li> <li>Participate in discussions, presentations, performances, role play, improvisations, and debates</li> <li>Select and use appropriate registers for effective communication</li> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>Recognising some forms of poetry [for example, free verse, narrative poetry]</li> </ul> <u>Reading</u> <ul style="list-style-type: none"> <li></li> </ul> <u>Writing</u> <ul style="list-style-type: none"> <li>Spell further homophones</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using and punctuating direct speech</li> </ul>	
<b>Maths</b>	<b>Brainwave</b>  <b>2 Weeks</b>  <b>24<sup>th</sup> August – 9<sup>th</sup> September</b>		<b>EXIT POINT</b>
<ul style="list-style-type: none"> <li>Year 2 Revision</li> <li>Baselines</li> <li>Mental Maths</li> </ul>	<b>PSHE / Personal Learning Goals</b>	<b>Trips</b>	<ul style="list-style-type: none"> <li>'Hopes for Year 3' presentation to class</li> </ul>
	<u>Year 3</u> <ul style="list-style-type: none"> <li>Orientation</li> <li>Expectations</li> <li>Class Rules</li> <li>Rewards</li> </ul>	No Trip	



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<p>Treasure Hunt Around the School</p> <p>Equipment:</p> <ul style="list-style-type: none"> <li>Clues</li> <li>Treasure</li> <li>Map</li> </ul>	<p><u>Art</u></p> <p>2.03 Be able to use art as a means of self-expression</p> <p>2.04 Be able to choose materials and techniques which are appropriate for their task</p> <p>2.05 Be able to explain their own work in terms of what they have done and why</p> <p>2.06 Be able to talk about works of art, giving reasons for their opinions</p> <p><u>Geography</u></p> <p>2.05 Be able to use geographical terms</p> <p>2.06 Be able to describe the main geographical features of the area immediately surrounding the school</p> <p>2.07 Be able to make simple maps and plans of familiar locations</p> <p>2.08 Be able to use maps at a variety of scales to locate the position and geographical features of localities</p> <p>2.09 Be able to use secondary sources to obtain geographical information</p> <p>2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p> <p><u>History</u></p> <p>2.04 Be able to give some reasons for particular events and changes</p> <p>2.05 Be able to gather information from simple sources</p> <p><u>International</u></p> <p>2.03 Be able to identify activities and cultures which are different from but equal to their own</p> <p><u>Technology</u></p> <p>2.02 Be able to design and make products to meet specific needs</p> <p>2.03 Be able to make usable plans</p>		<p><b>Letter, Email and Social Media Writing</b> (Formal/Informal)</p> <p><b>A Mummy Ate My Homework- Thiago de Moraes</b></p> <p><u>Speaking &amp; Listening</u></p> <ul style="list-style-type: none"> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li></li> </ul> <p><u>Writing</u></p> <p>Use further prefixes and suffixes and understand how to add them</p> <ul style="list-style-type: none"> <li>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>Using conjunctions, adverbs and prepositions to express time and cause</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul>
<b>Maths</b>	<p><b>Treasure</b></p> <p><b>6 Weeks</b></p> <p><b>12<sup>th</sup> September – 21<sup>st</sup> October</b></p>		<b>EXIT POINT</b>
<p><b><u>Week 1 – 3 - Place Value</u></b></p> <ul style="list-style-type: none"> <li>read and write numbers up to 1,000 in numerals and in words</li> <li>identify, represent and estimate numbers using different representations</li> <li>compare and order numbers up to 1,000</li> <li>recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)</li> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>solve number problems and practical problems involving these ideas</li> </ul> <p><b><u>Week 4 – 6 - Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</li> <li>add and subtract numbers mentally, including: a three-digit number and 1s a three-digit number and 10s a three-digit number and 100s</li> </ul>	<p><b>PSHE / Personal Learning Goals</b></p> <p><u>Being Me in My World</u></p> <ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights, and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<p><b>Trips</b></p> <p>Sheikh Faisal Museum</p>	<p>Large Exit Point in Auditorium</p> <ul style="list-style-type: none"> <li>Songs (with Gabriella)</li> <li>Assembly to share knowledge with parents</li> <li>Display artwork</li> <li>Display classwork</li> <li>Display Home Project</li> </ul>



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<p>Countries to include -</p> <ul style="list-style-type: none"> <li>• Qatar</li> <li>• Australia</li> <li>• India</li> </ul>	<p><u>Geography</u></p> <p>2.05 Be able to use geographical terms</p> <p>2.07 Be able to make simple maps and plans of familiar locations</p> <p>2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</p> <p>2.09 Be able to use secondary sources to obtain geographical information</p> <p>2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p> <p><u>History</u></p> <p>2.04 Be able to give some reasons for particular events and changes</p> <p>2.05 Be able to gather information from simple sources</p> <p><u>International</u></p> <p>2.03 be able to identify activities and cultures which are different from but equal to their own</p> <p><u>Technology</u></p> <p>2.02 Be able to design and make products to meet specific needs</p> <p>2.03 Be able to make usable plans</p> <p>2.05 Be able to use simple tools and equipment with some accuracy</p> <p>2.06 Be able to identify and implement improvements to their designs and</p> <p>2.07 Be able to identify the ways in which products in everyday use meet specific needs</p> <p>2.08 Be able to suggest improvements to products in everyday use</p>		<p><b>Myths and Legends</b> (Myths and Legends from around the world)</p> <p><b>One Day around the World in 24 hours</b></p> <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>• Drawing inferences such as inferring Characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.</li> <li>• Predicting what might happen from details stated and implied.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Discussing and recording ideas</li> <li>• Using fronted adverbials</li> <li>• Using commas after fronted adverbials</li> </ul>
<b>Maths</b>		<p><b>Different Places Similar Lives</b></p> <p><b>6 Weeks</b></p> <p><b>1<sup>st</sup> November – 16<sup>th</sup> December</b></p>	
<p><u>Week 7 – 8 - Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>• estimate the answer to a calculation and use inverse operations to check answers</li> <li>• solve problems including missing number problems using number facts, place value and more complex addition and subtraction</li> </ul> <p><u>Week 9 – 12 - Multiplication and Division</u></p> <ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>• write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>• solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</li> </ul>	<b>PSHE / Personal Learning Goals</b>	<b>Trips</b>	<p style="text-align: center;"><b>EXIT POINT</b></p> <ul style="list-style-type: none"> <li>• Presentations/projects to be displayed in class</li> <li>• Children to dress in National Dress</li> <li>• Invite Year 2 to share presentations and food (of chosen countries)</li> </ul>
<p><u>Celebrating difference</u></p> <ul style="list-style-type: none"> <li>• Families and their differences</li> <li>• Family conflict and how to manage it (child-centred)</li> <li>• Witnessing bullying and how to solve it.</li> <li>• Recognising how words can be hurtful.</li> <li>• Giving and receiving compliments</li> </ul>		<p>Souq Waqif</p>	