



Subject	Learning
History	Taught in Autumn 2
Geography	<p>Geography: Map Skills</p> <p>Skills</p> <ul style="list-style-type: none"> ● Use the four points of a compass to navigate around a map confidently ● Draw or make a map of a real location that includes a range of human and physical features ● Use standard symbols and a key ● Follow a longer route on a small-scale map with increasing accuracy ● Suggest geographical questions before deciding on a whole-class enquiry, that they help to plan ● Data is collected individually using a method chosen by the teacher ● Begin to formally present their findings with a question they would like to find out next time <p>Key Vocabulary compass, navigate, North, South, East, West, symbol, accuracy</p>
MFL	<p>I Am Learning French</p> <ul style="list-style-type: none"> ● Start to work on our memory skills so language is remembered after the lesson. ● Learning to look for ‘cognates’ (words similar to the English e.g. bleu for blue) first and associating words and phrases to images to help.
Art	<p>Knowledge</p> <ul style="list-style-type: none"> ● To compare the work of different artists. ● To explore work from other cultures. ● To explore work from other periods of time. ● To begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work. <p>Skills</p> <ul style="list-style-type: none"> ● To predict with accuracy the colours that they mix. ● use a range of brushes to create different effects. ● To create a background using a wash ● To know where each of the primary and secondary colours sits on the colour wheel <p>Key vocabulary box easel, brushstroke, En plein air, exhibition, impressionism, revolutionised, salon, shade, tint.</p>
RE	<p>Christianity</p> <ul style="list-style-type: none"> ● How do Christians show that <u>reconciliation</u> with God and others is important? <p>Key Vocabulary Parable, reconciliation, Desmond Tutu, forgiveness, absolution, confession</p>

<p>Science</p>	<p>Rocks</p> <ul style="list-style-type: none"> ● Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. ● Describe how fossils are formed when things that have lived are trapped within rock. <hr/> <ul style="list-style-type: none"> ● Recognise that soils are made from rocks and organic matter. <p><u>Key Vocabulary</u> soils, organic matter, fossil, crystal, sandstone, granite, marble, pumice absorbent, crumble sedimentary, layer, sediment igneous, magma, lava, gas bubbles (tiny holes/spaces) metamorphic, change, squeeze, pressure</p>
<p>Working Scientifically</p>	<ul style="list-style-type: none"> ● Asking relevant questions and using different types of scientific enquiries to answer them. ● Setting up simple practical enquiries, comparative and fair tests. ● Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. ● Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. ● Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. ● Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. (TAPS 'Review' – Reporting on rocks) ● Identifying differences, similarities or changes related to simple scientific ideas and processes. (TAPS 'Review' – Reporting on rocks) ● Using straightforward scientific evidence to answer questions or to support their findings <p><u>Key Vocabulary</u> drawings, labelled diagrams, keys, bar charts, tables, interpret, changes, data, contrast, evidence,</p>
<p>PE</p>	<p>Tag rugby</p> <ul style="list-style-type: none"> ● Dribble the ball with one hand with some control in game situations. ● Use a variety of throwing techniques in game situations ● Catch a ball passed to them using one and two hands with some success. ● Change direction with increasing speed in game situations. ● Use space with some success in game situations. ● Use simple tactics individually and within a team. <p><u>Key vocabulary</u> Receiver, interception, footwork, mark, rebound, travelling, tracking and playing area.</p> <p>School games value: determination</p>
<p>PE with Total Sports</p>	<p>Hockey</p> <ul style="list-style-type: none"> ● Strike a ball with varying techniques. ● Change direction with increasing speed in game situations. ● Use space with some success in game situations. ● Use simple tactics individually and within a team. <p><u>Key vocabulary</u> Receiver, interception, footwork, mark, rebound, travelling, tracking and playing area.</p>

<p>Computing</p>	<p>School games value: determination</p> <p>Discovery Coding Level 2 Unit 2 – 3 lessons complete to at least ‘build’ task. (Fly a helicopter, Slug hunt and Find my cat)</p> <ul style="list-style-type: none"> To learn that one object can be used to control another object. <p>Key Vocabulary output, input, button.</p> <p>E-safety</p> <ul style="list-style-type: none"> Pixl E-Safety lessons Session 1 – enjoying the internet <p>Device, console, smart phone</p>
<p>Music</p>	<p>Charanga unit: Glockenspiel Stage 1 Style of main song: N/A Unit theme: Exploring and developing playing skills Performance focus: Play their own compositions.</p> <p>Listening: Know the difference between pulse and rhythm. Learn to play and read: -the notes C, D, E + F. -the tunes Easy E, Strictly D, Play Your Music, Drive, Dee Cee’s Blues, What’s Up, D-E-F-initely, Roundabout, March Of The Golden Guards, Portsmouth. Improvise: with Dee Cee’s Blues using the notes C + D. Compose: Using the notes C, D, E + F.</p> <p>Key Vocabulary pulse, rhythm, pitch, compose, improvise, perform, audience, melody, dynamics, tempo, texture, structure.</p>
<p>PSHE and RSE</p>	<p>Classroom rules Core Theme 3: Living In The Wider World Shared responsibilities</p> <ul style="list-style-type: none"> L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns <p>Friendships</p> <ul style="list-style-type: none"> R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships <p>Key Vocabulary consequences, laws, risk, wellbeing</p>
<p>DT</p>	<p>Taught in Autumn 2</p>
<p>British Values</p>	<p>Rule of Law - Set school rules</p> <ul style="list-style-type: none"> 4S lines (silent, straight, smart, smiling) 4Bs (Be kind, Be respectful, Be responsible, Be Your Best) We walk everywhere in school

	<ul style="list-style-type: none">• Class Rules (individual to classrooms/pupils)
SMSC	Team building day – group work, getting to know our new classes, independence. Reflecting on appropriate behaviour in different situations, including future visits to Werrington Church for nativity performance.