



LKS2 Year A Autumn 1 Through the Ages



	HISTORY AND GEOGRAPHY	SPAG	ENGLISH	SCIENCE	MATHS	RE	ART/DT
	Changes in Britain from the Stone Age to the Iron Age	Spelling, punctuation and grammar	Modern Fiction	Electricity	White Rose	Hindu Worship	Prehistoric Pots
	Democracy Rules Week – Key Questions: What does it mean to represent others? How does a member of parliament represent constituent's views?						
ENGAGE DEVELOP INNOVATE EXPRESS	We will learn about: SIMILARITIES AND DIFFERENCES We will: compare two periods in history identifying similarities and differences between them VOCABULARY use appropriate historical vocabulary to describe key features of a time period CHRONOLOGY place different periods of time on a timeline and remember key historical facts and some dates from a period studied one cause HISTORICAL QUESTIONS ask and answer questions through independent research RECORDING use labelled diagrams, recounts, stories and pictures to illustrate historical understanding choose the best way to record historical information HISTORICAL ENQUIRY use a range of source materials to answer questions about the past which go beyond simple observations	Our grammar and punctuation content is: Co-ordination and subordination Expressing time, place and cause using conjunctions Sentence Types inverted commas to punctuate direct speech. <i>Use of commas after fronted adverbials</i> S3: Adverbials Expressing time, place and cause using adverbs or prepositions Fronted adverbials Punctuation We follow a spelling scheme called No Nonsense spelling.	We will be reading and talking about: The Boy and the Cloth of Dreams We will be writing: Stories, character and setting descriptions and poems We will be learning a class poem off by heart for our Off By Heart Choral Performance	We will learn: which appliances run on electricity to construct and identify the parts of a circuit. to identify what a circuit needs to light. (variables) Working scientifically, we will: ask relevant questions and using different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair tests record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions use straightforward scientific evidence to answer questions or to support findings.	Place Value Addition and Subtraction Multiplication and Division	We will learn: that Hindus believe in a spiritual self or soul called the Atman. that Hindus believe in a 'Supreme Sprit' called Brahman. to reflect on the different aspects of their own character. that Hindus use different forms of the 'Supreme Spirit' as a focus for worship. that Hindus have a special place of worship at home for performing puja. that Hindus can perform puja in a place of worship called a Mandir.	In Art, we will learn about: SELECTION Investigate, combine and organise visual and tactile qualities of materials and processes when making something. DEVELOPING IDEAS Identify interesting aspects of objects as a starting point for work and develop ideas from this PATTERN Imprint a range of patterns into modelling materials (e.g. clay, dough and papier mâché). EVALUATING Make suggestions for ways to adapt/improve their own artwork and comment on similarities and differences with other's work



LKS2 Year A Autumn 1 Tribal Tales



Physical Education	PSHE	ICT	French	Music
Multi-Skills Swimming	Autumn 1 Relationships and Respect Through whole school assemblies, Key Stage assemblies, our Kidsafe programme & Debbie's Circle Time, we will discuss and understand:	Internet safety & Web research	Salut Core Unit 1	Charanga Unit 1 Let Your Spirit Fly by Joanna Mangona Music Genre: RnB Songs: Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals) Ain't No Mountain High Enough by Marvin Gaye (Motown) You're The First, The Last, My Everything by Barry White (Soul)
We will learn to: Year 3 use running, jumping, throwing and catching in isolation and in combination. compare their performances with previous ones and demonstrate improvement to achieve their personal best. choose then apply skills & ideas with control & co-ordination take instructions from others, share and act on them lead a simple activity and change rules to help others join in start to compare emotional & physical feelings record change in heart rate & recovery time <i>after</i> activity Year 4 choose, use & perform actions with fluency & co-ordination use appropriate language to describe/interpret & evaluate activity say why rules are important, ,apply them & always play fairly lead by example, set goals & offer solutions when others disagree. about the purpose of muscles/heart/ lungs & how exercise benefits them swim competently, confidently and proficiently over a distance of at least 25 metres / use a range of strokes effectively.	Relationships and Respect We will: identify different types of relationships (e.g. marriage or friendships) and show ways to maintain good relationships. (e.g. listening, supporting and caring.) recognise that actions affect themselves and others. respond to and challenge negative behaviours such as aggression and stereotyping IN DEMOCRACY RULES WEEK CONFIDENCE AND RESPONSIBILITY make positive comments about ourselves and others. Listen actively and show empathy CITIZENSHIP Explore a controversial or emotive issue considering both sides of an argument before forming a personal view or opinion	We will learn and revisit: What is the Internet? What is the WWW? Internet safety: Discussion & video to create a minimum of 6 slides in PowerPoint entitled Internet Safety to use search engines: Key words to undertake Warrior research and create a Warrior quiz to create a minimum of 6 slideshows entitled 'I am a warrior'	We will learn to: recognise some basic French greetings. recognise the numbers 1-10. respond to some simple classroom instructions. respond to some simple questions when prompted with visual cues. recognise basic family vocabulary.	We will: Listen and Appraise Identifying and moving to the pulse. Thinking about what the words of a song mean. Taking it in turn to discuss how the song makes them feel. Listening carefully and respectfully to other people's thoughts about the music. Sing In unison and in simple two-parts. Following a leader when singing, and enjoy exploring singing solo. with awareness of being 'in tune' with an awareness of the pulse internally when singing. Play Instruments In one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. Rehearsing and performing our part within the context of the Unit song Listening to and follow musical instructions from a leader. Improvise Using instruments in the context of the song they are learning to perform. Compose Creating at least one simple melody using one, three or five different notes. Planning and creating a section of music that can be performed within the context of the unit song. Listening to and reflecting upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Perform Choosing what to perform and create a programme. Communicating the meaning of the words and clearly articulate them. Say how we feeling, what we were pleased with what we would change and why.