

**Curriculum overview for science – Autumn 2019 KS2  
Anglo Saxons link**

First half – Evolution and Inheritance

Year 3 and 4

- How are fossils formed from living things?
- In which kinds of rock are fossils formed?
- What does the process look like? Dramatisation!
- Mary Anning – the fossil hunter.
- Basic inheritance of characteristics – what is a labradoodle?
- Combining successful characteristics to create our own imaginary animals from far off lands!

Year 5 and 6

- In what different ways can animals be preserved? Fossilisation, ice, amber...
- In which strata of rocks would fossils be formed? Metamorphic, igneous, sedimentary?
- What can we learn from fossils?
- How can inheritance and evolution lead to strengths and weaknesses in plants and animals? How have giraffe's necks got longer? How predators evolved?
- Charles Darwin – the theory of evolution.

Second half – forces related to Anglo-Saxons

Year 3 and 4

- Compare how objects move on different surfaces – how to transport sheep slowly from the top of a hill – what is the effect of friction?
- Who was Sir Isaac Newton? What were his theories?

Year 5 and 6

Identify the effects of air resistance, friction and gravity – the best way to transport an egg from the top of a cliff!

Galileo Galiliei – who was he? What were his ideas?

**Curriculum Overview for Humanities (Geography and History) and Outdoor Learning.**

Anglo-Saxons:

- Timeline – when during human history were the Anglo-Saxons prevalent?
- Kingdoms of Anglo-Saxon England (Heptachy).
- Clothes and Weaponry – what is the difference between a settler and an invader?
- Clothing – what would people wear – designing a brooch or buckle.
- Vikings – why were they invading? Creating shields and designs.
- Settlements – where did Anglo-Saxons live? Creating your own Anglo-Saxon settlement.
- Map Work – capital cities and countries of Africa.
- Map Work – using Ordnance surveys to help with understanding.
- Importance of Location – Why would settlers settle?

Each of these activities are related to the objectives supported on INSIGHT. This enables myself and other class teachers to make sure that all areas of the curriculum are covered over the period of the academic year.

Outdoor Learning:

The outdoor learning activities reflect different needs over the course of the academic year. There are times when PSHE might be more important or DT might need to be covered. Therefore there is an element of flexibility in the topics covered throughout the year.

During outdoor learning lessons we will continue to look at the concept of 'Windows, Mirrors and Doors' to self-reflect on our own actions.

- Using the outdoor environment safely – remembering key issues concerning outdoor learning.
- Using the natural environment to create our names out of natural material.
- Talking about pre-Christian England – Cultures and different ideas – Researching, learning about what Dream Catchers are.
- Making a Dreamcatcher using materials within the classroom – what is a prototype?
- Using the photographs of the prototypes create your own Dreamcatcher using the natural world.
- Interpreting Data – using maths objectives how could you show a collection of data? (Bar Charts – Line Graphs.
- Christmas Themed – creating decorations for your Christmas tree – using the natural material.
- Teamwork – working together to complete tasks using a success criteria.

DT – Making an Anglo-Saxon Settlement after researching life in historical Britain.

**KS2 Music Overview Autumn Term**

All of Key Stage 2 will be focusing on the piece of music 'Cry of the Celts' by Ronan Hardiman.

Each class will be focusing on analysing music and forming opinions of the feelings and emotions.

The children will be looking at the specific musical elements that are used within the piece and the effect they have.

Children will have the opportunity to apply their opinion, feelings and emotion towards the piece of music and discuss the musical devices that have been used to support their decisions.

The children will also as a Key Stage create a performance to accompany the piece of music. Each Year group will have their own section within the performance as well as the massed ensemble to finish.

Coverage:

- Solo and large ensemble performance
- Musical analysis
- Composition
- Composer research
- Developed understanding of the musical elements
- Percussion Instrument
- Musical Notation

### **PHYSICAL EDUCATION Autumn Term 2019-2020**

During the first term we will be focusing our Key Stage 2 PE sessions on invasion games; with the first half term focus being on Tag Rugby and the second half term on Hockey. Through these sports we will focus on the following skills;

- Being aware of space and how to use it to support teammates.
- Keep possession of the ball.
- Varying tactics and adapting skills depending on what is happening in the game.
- Hitting/ throwing a ball with accuracy and control in a game situation.
- Catching the ball with control.
- Knowing and applying rules fairly.
- Making a communicating a plan during game situations.

We will introduce a competitive element to these sessions with each six week block of PE culminating in an inter-house tournament for all four year groups.

Each session will start with a running element and finish with a skipping element.

### **Modern Foreign Languages (MFL) Autumn Term 2019-2020**

During the academic year of 2019-20, pupils will continue to develop their communication skills in MFL with French as the focus language. Our focus will be on; spoken language, reading and writing. Pupils will be taught to;

#### Spoken language

- Name and describe people, places and objects.
- Have short conversations, start to speak in sentences and respond to others.

#### Reading

- Read and explain a short passage in their own words.
- Read a short passage independently.
- Use a English/French dictionary to look up alternative words.

#### Writing

- Write short phrases from memory.
- Write 2 -3 sentences about a familiar topic.
- Respond in writing to say what they like/dislike about a familiar topic.

Throughout each block of work during the Autumn term we will look at the themes of classroom objects, festivals including Christmas and Diwali, family members and learn about the weather.

### **PSHE Autumn Term 2019-2020**

During our PSHE sessions we will focus on using the 'Jigsaw' materials. Themes for the Autumn term programme are entitled 'Being me in the World' and 'Celebrating Difference'.

### **RELIGIOUS EDUCATION Autumn Term 2019-20**

Through the innovative approach of the REsearchers (Ask-it-all Ava, Debate-it-all Derek, Have-a-go-Hugo and See-the-Suzie), we will be looking at Christianity for the Autumn Term and focusing on the topic of 'Belonging, belief and behaviour', discussing:

- Beliefs, values and experience - The foundations of Christian morality.
- Jesus in Christian experience and the effect of Jesus on the lives of the individual's beliefs about Jesus (Saviour, Redeemer, Conqueror).
- Key Christian Values (Fruit of the Spirit): Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness and Self-control.
- Personal and corporate commitment and action. This may be expressed in: personal, relationships, caring and healing, attitudes to social issues, attitudes to global issues.

We will also continue to use the concept of: 'Windows, Mirrors and Doors' to self-reflect on our own actions and how we live out Christian Values within our own lives (at home and at school) and how this can help shape our future selves.

### **ICT**

Throughout the new academic year of 2019-20, pupils will continue to develop their computing skills within: Algorithms and programming, Information Technology and Digital literacy. Through topic based links, pupils will:

- Write programs that accomplish specific goals.
- Work with various forms of input.
- Work with various forms of output.
- Use a range of software for similar purposes.
- Collect information.
- Design and create content.
- Present information.
- Search for information on the web in different ways.
- Manipulate and improve digital images.
- Use technology respectfully and responsibly.
- Know different ways I can get help if I am concerned.
- Understand what computer networks do and how they provide multiple services.
- Discern where it is best to use technology and where it adds little or no value.

Throughout each lesson, internet safety (SMART), the uses of the internet for personal and work use and validity of search information are discussed to ensure modern issues such as cyber-bullying, online identity theft and viruses and pop-ups, can be dealt with confidentially, promptly and effectively by all pupils.