



Otter Class LKS2

Autumn Term Curriculum Planner

Fire! Fire!

History – The Great Fire of London

Key Concepts- Monarchy

Enquiry: What happened to London during the fire of 1666.

Through this exciting and engaging enquiry, the children will recognise that there may be different viewpoints about what or who caused the spread of the fire.

Children will create a timeline of the fire and use a range of sources to seek answers to enquiry questions such as :

What was Stuart London like? Could anyone have stopped what happened on 2 September 1666? What did people do first? What was it like at the height of the fire? What did the King do to make London better?

Children will also use first-hand, original sources to create a dance that portrays the Great Fire, such as diary extracts from both Samuel Pepys and John Evelyn's writings as an introduction to each section of the dance.

They will use movement to represent the fleeing Londoners, scaling the ropes, and rowing through the waters of the murky Thames to the sound of the '**Dies Irae**' from **Mozart's Requiem**. Children will also write some extra verses of the Nursery Rhyme 'London's Burning' to make it a cross-curricular experience (dance, music, history and literacy).

Science

Light: Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.

States of matter: Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Electricity: Identify common appliances that run on electricity. Construct a simple electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.

Geography

Natural disasters

This unit has a geographical emphasis, especially on physical geography.

The children will learn about a variety of natural disasters, including earthquakes, tsunamis and volcanic eruptions. This study will also include learning about extreme weather conditions as well as the causes and the effects. This study will build on their previous learning in Year 2 and 3, when the children learnt about Oceans, and the Arctic and Antarctic, by enhancing their locational and place knowledge by using maps, and atlases to locate countries and describe features studied. Next year the children will continue to develop their geographical skills by exploring trade links between countries and human land use.

The main intent of this unit is to develop an understanding of what causes natural disasters, including extreme weather conditions and the effect this has. This unit will be implemented in a variety of ways, including practical activities and a sequence of learning opportunities both inside and outside the classroom.

By the end of the topic, the children will have a clear understanding of different natural disasters, what causes them and the effect they have on the environment, as well as humans and animals. The children will also have a clear understanding of different types of extreme weather conditions, how they come about, how they are detected and precautions that can be taken to minimise damage. Children will also have an increased knowledge of locations and places using a variety of sources

Design & Technology

Night lights – linked to science

Children will understand the need for different forms of lighting, in particular night lights.

They will explore a range of products which incorporate lighting in some form or another. They will research different types of nightlights and use the findings to assist in the design of a night light to be made in school. They will plan and sketch a nightlight design in response to the design brief, and include a circuit and materials needed to be able to make a nightlight using card tube, small boxes, base board, papier-mâché, wire e.g. to include working a circuit inside the nightlight and to modify as required.

Art

Painting – collage Sparks and Flames

Children will predict with accuracy the colour that they mix. They will know where the primary and secondary colours sit on a colour wheel. They will produce a background using a Wash. They will use a range of brushes to create different effects and create all the colours they need. They create mood in their paintings and use shading to create mood and feeling. In their collage, they will cut very accurately and overlap materials. They will experiment using different colours and combine visual and tactile qualities

Music

Charanga unit

Further Cross curricular opportunities – Children will find out about historical songs and chants connected to the Great Fire of London.

They will explore dynamics, pitch and tempo. They will use all they have learned to create a simple 4-part music and movement composition, inspired by the Great Fire.

Religious Education

Creation

Children will place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.

They will make clear links between Genesis 1 and what Christians believe about God and Creation.

Children will describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)

Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.

Computing

E-safety

Children will know that some people on the internet should not be trusted, that concerns about what they see on-line should be reported to a trusted adult

They will learn how to use a simple password and a Search engine to find information given key words

They will learn which websites are useful and how to log in and out of websites used at school, Know that pictures and text share on-line can end up with strangers. Reliably know what to do if they are exposed to unpleasant materials on any device. Reliably uses a more complex password to access resources.

Know what the key words are to enter into a Search engine to find information they want.

Can select useful websites from the results of a search.

PSHE- Valuing Difference

Children will be able to:

Describe ways that people are different besides how they look, including religious or cultural differences.

Recognise that people are labelled (stereotyped) and that these labels are often wrong.

Explain why it's important to challenge stereotypes that might be applied to me or others.

Explain how stereotyping can limit some people's thinking about what they can do or become (aspirations) and why it's important for us to challenge this.

Identify kinds of teasing, hurtful and bullying behaviour.

Describe what this behaviour looks like in offline life and on digital media