



Otter Class LKS2

Autumn Term Curriculum Planner

Science – Physics & Chemistry

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.

Forces: Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Geography - Natural disasters

Contextual Knowledge: Through the study of natural disasters, pupils will be able to locate and identify places in the world where volcanoes or earthquakes occur. They will be able to locate places in the world where volcanoes occur.

Understanding:

- I can explain and understand the cause of earthquakes.
- I can explain and present the process that occurs before a volcanic eruption.
- I can use the correct vocabulary for each stage of the process of a volcanic eruption.
- I can explain how earthquakes and volcanoes affect human life (Year 4)

Geographical Enquiry

- I can use maps, atlases and digital/computer mapping to locate the equator and Northern and Southern Hemispheres.
- I can use maps, atlases and digital/computer mapping to find several countries in the Northern and Southern Hemispheres and close to the Equator.
- I can identify the position of Prime/Greenwich Meridian (Year 4)
- I can identify different time zones (Year 4).

History – The Great Fire of London - Key Concepts- Monarchy

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

Through this 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).

Chronological Knowledge: I can sequence events in simple narrative (Yr3) I Can talk about the past in terms of periods (Yr4)

Historical enquiry: I can extract simple information from text/pictures/objects showing basic comprehension (Yr3). I am beginning to cross-reference information to see if other sources agree, rather than taking everything on face value (Yr4)

Interpretations of History: Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events (Yr3)

Can grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery (Yr4)

Design & Technology – Electrical Systems – Torches

Pupils who are secure will be able to:

- Identify electrical products and explain why they are useful.
- Help to make a working switch.
- Identify the features of a torch and how it works.
- Describe what makes a torch successful.
- Create suitable designs that fit the success criteria and their own design criteria.
- Create a functioning torch with a switch according to their design criteria.

Art: Painting – collage

Sparks and Flames

Children will predict with accuracy the colour that they mix.

The 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

Cross curricular – 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

Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. 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 – by the end of the unit children will:

Year 3:

- Know that some people are the internet should not be trusted
- Know that concerns about what they see on-line should be reported to a trusted adult
- Use a simple password
- Use a Search engine to find information given key words
- Know which websites are useful
- Know how to log in and out of websites used at school

Year 4

- 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.

PHSE:

Family & Relationships:

Year 3: Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.

Year 4: Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.

Health & Wellbeing

Year 3: Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.

Year 4: Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.