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|  | **Lower Key Stage 2 Autumn Term Overview** | | | | | | | | | | | | | | | | | | | | | | |
| **Week** | **1** | **2** | **3** | | **4** | | **5** | | **6** | **7** | | **Half Term** | **8** | **9** | | **10** | **11** | **12** | | **13** | | | **14** |
|  | 7th Sept | 14th Sept | 21st Sept | | 28th Sept | | 5th Oct | | 12th Oct | 19th Oct | | 2nd Nov | 9th Nov | | 16th Nov | 23rd Nov | 30th Nov | | 7th Dec | | | 14th Dec |
| **Big Question Theme** | The Gates’ Values | Democracy | Peace | | Yom Kippur | | Mental Health | | British Values | Aspirations | | Bonfire Night | Remembrance | | Diwali | Universal Children’s Day | Maths | | Respect | | | Christmas story |
| **Topic**  **Question** | **Rainforests**  **Where in the world are rainforests found?** | | | | | | | | | | | **Rainforests**  **Where in the world are rainforests found?** | | | | | | | | | | |
| **(Geo/Hist)**  **Objectives** | To locate the seven continents and 5 oceans of the world | To locate the world’s countries, using maps to focus on Europe  To identify and label on maps/ photos and globes, locations where rainforests can be found.  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). | | | | | | Describe and understand key aspects of:  **Physical** geography  Describe and understand key aspects of **Human** geography, | | | Describe and understand key aspects of:  **Physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains | To identify and label the 4 layers/strata of a rainforest. | To be able to identify the different plants you find in the rainforest, specific to the 4 layers / strata. | | | Explore the rainfall and climate of rainforests and how this affects the creatures that live in the four layers. | To be able to identify at least 3 animals that live in the Amazon Rainforest.  To be able to use secondary resources to research a given rainforest animal. | | |  | | |
| **(Geo/Hist)**  **SMSC questions** | Social – How do Rainforests help us to live?  Moral – Should we ever cut a Rainforest down? | | | | | | | | | | | Cultural – Would our lifestyle change if we lived in the Rainforest?  Spiritual – How is the Rainforest a natural healer? | | | | | | | | | | |
| **(Art/DT)**  **Question** | ART – Collage  What is the Rainforest like as a habitat?  Use collage to create the Rainforest habitat | | | | | | | | | | | DT - Mechanisms and Electrical Systems  How can we present the Rainforest to KS1?  Create a moving book to display their understanding about the Rainforest | | | | | | | | | | |
| **(Art/DT)**  **Objectives** |  | Develop vocabulary related to the focus.  Study the artist: Henri Rousseau | | | | | | | Use collage as a means of collecting ideas and information and building a visual vocabulary. | | | Develop vocabulary related to the project.  Investigate similar products to the one to be made to give starting points for a design.  Research needs of user. | Plan a sequence of actions to make a product.  Think ahead about the order of their work and decide upon tools and materials. | | Propose realistic suggestions as to how they can achieve their design ideas.  Consider aesthetic qualities of materials chosen.  Plan the stages of the making process.  Decide which design idea to develop. | | Select from a range of tools for cutting shaping joining and finishing.  Select from techniques for different parts of the process.  Select from materials according to their functional properties. | | | | Consider and explain how the finished product could be improved.  Discuss how well the finished product meets the design criteria of the user. | |
| **Literacy Genre** |  | Ride of Passage – Rainforest – Literacy Shed video  Narrative | | | | | | Crazy Creatures – RWP  Create a fact sheet/information text about an animal | | | | Crazy Creatures – RWP  Create a fact sheet/information text about an animal | | Rio Olympics – turn advert into narrative  Narrative | | | | Rainforest Poetry | | | | |
| **Class Novel/Texts** | Running Wild – Michael Morpurgo – Year 3 and Year 3/ 4  The Explorer – Kathryn Rundell Year 4  The Great Kapok Tree – All Classes | | | | | | | | | | | Running Wild – Michael Morpurgo – Year 3 and Year 3/ 4  The Explorer – Kathryn Rundell Year 4  The Great Kapok Tree – All Classes | | | | | | | | | | |
| **Numeracy**  **Objectives** | Place Value | | | | | | | Number – Addition and Subtraction | | | | Number – Addition and Subtraction/  Length and Perimeter | | | | Number – Multiplication and Division | | | | |  | |
| **Science**  **Question** | Environment – Living things and their habitats  How can we classify animals? | | | | | | | | | | | Animals – Skeleton and Movement  What is the purpose of the skeleton? | | | | | | | | | | |
| **Science Objectives** |  | Recognise that living things can be grouped in a variety of ways. | | Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. | | | | Recognise that environments can change and that this can sometimes pose dangers to living things. | Use and make identification keys for plants and animals. | | | Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | Identify animals (vertebrates) which have a skeleton which supports their body, aids movement & protects vital organs (be able to name some of the vital organs). | | Identify animals without internal skeletons/  backbones (invertebrates) and describe how they have adapted other ways to support themselves, move & protect their vital organs. | Know how the skeletons of birds, mammals, fish, amphibians or reptiles are similar (backbone, ribs, skull, bones used for movement) and the differences in their skeletons | Explore how humans grow bigger as they reach maturity by making comparisons linked to body proportions and skeleton growth – e.g. do people with longer legs have longer arm spans? | Recognise that animals are alive; they move, feed, grow, use their senses and reproduce. | | |  | |
| **Science**  **SMSC questions** | Social – Are zoos good or bad?  Moral – Should animals be used to help Science and medicine? | | | | | | | | | | | Spiritual – Do healthy bones give us a healthy mind?  Cultural – Are bones an accurate way to tell us about the past? | | | | | | | | | | |
| **RE**  **Question** | What do Christians learn from the Creation story? | | | | | | | | | | | How do festivals and worship show what matters to a Muslim? | | | | | | | | | | |
| **RE Objectives** | What do Christians believe about the creation world? | What does Genesis teach Christians about God and the importance of the World? | | What do Christians believe about the bible? | | Why should we look after the world? | | What do Christians believe about humans? | What do Christians believe about humans? | | What does the story teach about human nature? | What do we already know about Muslims and Islam? | What does the opening chapter of the Qur’an teach Muslims about God? | | Why does prayer matter to Muslims? | Why does prayer matter to Muslims? | Why do Muslims celebrate at the end of Ramadan? | How do festivals and worship show what matter to a Muslim? | | | How do festivals and worship show what matter to a Muslim? | |
| **Computing** | Digital Citizenship – Online Safety | | | | | | | | | | | Digital Citizenship – Hands on skills | | | | | | | | | | |
| **Computing**  **Objectives** | I can explain how my online identity can be different to the identity I present in ‘real life’. Knowing this, I can describe the right decisions about how I interact with others and how others perceive me | | | I can describe how others can find out information about me by looking online  I can explain ways that some of the information about me online could have been created, copied or shared by others | | I can identify some online technologies where bullying might take place  I can describe ways people can be bullied through a range of media (e.g. image, video, text, **chat**) | | I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation) | I can explain how using technology can distract me from other things I might do or should be doing | | I can describe strategies for safe and fun experiences in a range of online social environments. | I can create a multimedia presentation / eBook incorporating images, sounds and text using a multimedia package / apps or online program | I can explain the difference between save and save as  I can use the format tab to alter word art to enhance my work | | I can search and use a branching database to identify objects  collect, analyse, evaluate and present data and information using a variety of different software | I can edit pictures using various tools in paint or photo-manipulation software  I can add suitable sound effects and tracks  I can combine still/moving images in a show to create stop-motion | | | | |  | |
| **Music** | **Topic Title: Let your spirit fly** | | | | | | | | | | | **Topic Title: Glockenspiel Stage 1** | | | | | | | | | | |
| **Music**  **Objectives** | Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. | Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). | | Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. | | Explore, choose, combine and organise musical ideas within musical structures. | | Explore, choose, combine and organise musical ideas within musical structures.  Use and understand staff and other musical notations. | Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression | | Practise, rehearse and present performances with an awareness of the audience.  Improvise and develop rhythmic and melodic material when performing. | Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. | Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. | | Explore and explain their own ideas and feelings about music movement, dance, expressive language and musical vocabulary. | Analyse and compare sounds.  Improve their own and others' work in relation to its intended effect.  Use and understand staff and other musical notations.  Develop an understanding of the history of music. | | Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.  Play tuned and untuned instruments with control and rhythmic accuracy. | | | Practise, rehearse and present performances with an awareness of the audience.  Improvise and develop rhythmic and melodic material when performing. | |
| **PE** | PBL (Problem based learning) | | | | | | | | | | | Gymnastics | | | | | | | | | | |
| **PE**  **Objectives** |  | Understand the different mediums/ ways of communication. (verbal, body, signals).  Communicate effectively alone, in teams.  Improve their communication and listening skills. | | | | Understand the expectations of  working together as a team.  Deal with conflicting situations and bounce back individually or as a team.  Show confident signs of effective decision-making. | | | Understand the importance of respecting others feelings.  Show effective preparation and organisation skills. | | | To know how the transfer weight smoothly from one part of body to another affects movement.  Consolidate and improve the quality of their actions, body shapes and balance, and their ability to link movements together. | | | To understand more advanced gym terminology and vocabulary.  Develop the range of actions, body shapes and balances they include in their performance. | Improve their ability to select appropriate actions and use simple compositional ideas.  Adapt basic sequences to suit different types of apparatus. | Create gymnastic sequences that follow a set criteria, follow a specific theme or piece of music.  Use compositional devices when creating their sequences, such as change in speed, level and direction. | | | | Describe and evaluate the effectiveness and quality of a performance. Commenting on similarities and differences in sequences. | |
| **PSHE** | Physical Health and Mental Wellbeing | | | | | | | | | | | Keeping Safe | | | | | | | | | | |
| **PSHE Objectives** | H1. how to make informed decisions about health  H2. about the elements of a balanced, healthy lifestyle | H3. about choices that support a healthy lifestyle, and recognise what might influence these | | H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle | | H7. how regular exercise benefits mental and physical health recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle | | H17. to recognise that feelings can change over time and range in intensity | H18. about everyday things that affect feelings and the importance of expressing feelings | | H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; | H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed | H38. how to predict, assess and manage risk in different situations | | H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe | H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) | H41. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices. | H41. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices. | | |  | |
| **Enrichment** | No enrichment outside of school during this half term | | | | | | | | | | | Visit to local Woodland – Hall Lee Bank Park  Amazing Amazon workshop- wwf.org.uk – Amazing Amazon  Specialist bones workshop in Sheffield. | | | | | | | | | | |
| **Outdoor learning** | Collage using natural materials in the environment  Exploring habitats in and around our local area  Place value – movement of digits | | | | | | | | | | | Explore the habitats in our local area  Design and make a habitat outside  Measuring length and perimeters outside  Exploring and finding risks and hazards outside | | | | | | | | | | |
| **The Gates Great Expectations** | Make something with a purpose – Collage in Art  Plant and grow our own plants in class, link to Science and Geography | | | | | | | | | | | Have a picnic in Hall Lee Bank Park  Take images on the visit and upload them onto the blog  Make something with a purpose – DT  Find out about people who served in the War – Remembrance Day | | | | | | | | | | |
| **Multi-cultural Link** | Explore the tribes of the Rainforest  Explore music from different cultures | | | | | | | | | | | Explore the tribes of the Rainforest | | | | | | | | | | |