

AUTUMN 2 - HORRIBLE HISTORY

	Curriculum Objective	Key Skills	Additional Key Vocabulary
Science	<p>Working Scientifically</p> <ul style="list-style-type: none"> * observing closely, using simple equipment * performing simple tests * using their observations and ideas to suggest answers to questions * gathering and recording data to help in answering questions. <p>Animals, including Humans</p> <ul style="list-style-type: none"> *find out about and describe the basic needs of animals, including humans, for survival (water, food and air) *describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<ul style="list-style-type: none"> *Ask simple questions *Recognise that questions can be answered in different ways *Record and communicate their findings in a range of ways and begin to use simple scientific language *Use their observations and ideas to suggest answers to simple questions 	<p>respiration, growth, exercise, food types: carbohydrates, protein, dairy, fats and sugars, fruit and vegetables</p> <p>hygiene, healthy</p>
Geography			
History	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life *events beyond living memory that are significant nationally or globally *the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <p><i>Florence Nightingale, WW1 WW2 (Remembrance Day) Edith Cavell, The Plague, Fire of London</i></p>	<p>CHRONOLOGICAL UNDERSTANDING - Can I sequence a set of events in chronological order and give reasons for their order?</p> <p>HISTORICAL KNOWLEDGE - Can I recount some interesting facts from an historical event, such as where the fire of London started? Can I explain why Britain has a special history by naming some famous events and some famous people? Can I explain why someone in the past acted in the way they did?</p> <p>HISTORICAL ENQUIRY - Can I answer questions using a range of artefacts/ photographs provided? Can I answer questions by using a specific source, such as an information book? Can I research the life of a famous Briton from the past using different resources to help me? Can I research about a famous event that happens in Britain and why it has been happening for some time?</p>	
Art & Design	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *to use a range of materials creatively to design and make products * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>TEXTILES/COLLAGE - Felting (making poppies)</p> <p>PRINTING - Design and make an architectural print in lino. Designing, making and printing using string on card printing.</p>	
Design Technology	<p>MAKE</p> <ul style="list-style-type: none"> *select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p><i>Poppies, Christmas Crafts</i></p>		
Computing	<ul style="list-style-type: none"> *use technology purposefully to create, organise, store, manipulate and retrieve digital content *recognise common uses of information technology beyond school * use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p><i>Digital research, internet safety and animations</i></p>	<p>I can use links to websites to find information; I can recognise age-appropriate websites; I can use safe search filters. I can identify what things count as personal information; I can seek adult help from an adult when they see something that is unexpected or worrying I can save, retrieve and organise work;</p>	<p>commands, add sound, filter, Google, search engine, image, keyboard, email, internet, subject, address, communicate, sender, safe, secure, safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet.</p>
PE	<p>I can participate in team games, developing simple tactics for attacking and defending</p> <p>I can master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Multiskills / Games</p>	<p>Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Understand that being active is good for them and fun. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination. Take part in multiskills event. Develop balance, agility and co-ordination. To explain why our body changes during exercise (Science)</p>	
Music	<p>I can play tuned and un-tuned instruments musically</p> <p>I can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p>		
RE		See Separate Plan	
PSHE		See Separate Plan	