

AUTUMN 2 – TELL ME A STORY

	Curriculum Objective	Key Skills	Additional Key Vocabulary	
Science	<p>Seasonal changes *observe changes across the four seasons *observe and describe weather associated with the seasons and how day length varies according to season</p>	<p>SEASONAL CHANGES Can I name the season we are in? Can I observe the weather for the season and make comparisons to other seasons?</p>	<p>sunny windy cloudy stormy rainy</p>	<p>snowy hot cold Winter Autumn</p>
History	<p>*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</p>	<p>CHRONOLOGICAL UNDERSTANDING Can I understand the difference between things that happened in the past and in the present? Can I say some things that happened to other people in the past? Can I put a few events or objects in order of when they happened? Can I use words and phrases such as: now, yesterday, last week, before I was born, a long time ago? HISTORICAL KNOWLEDGE Can I talk about how people lived in Barrow before I was born? Can I describe some events from the past, such as the Gunpowder Plot? Can I explain why some people in the past acted the way they did? HISTORICAL ENQUIRY Can I use different sources to find out about the past? Can I use what I already know to make links between different events? Can I answer questions about past events using before and after to describe when something happened? Can I use artefacts to understand how people lived in the past?</p>	<p>before after past present now yesterday before I was born a long time ago</p>	<p>Guy Fawkes James I Richard Catesby Houses of Parliament London Gunpowder Plot treason</p>
Geography	<p>Human and physical geography * identify seasonal and daily weather patterns in the United Kingdom</p>	<p>HUMAN AND PHYSICAL GEOGRAPHY Can I link the different seasons to their weather? Can I discuss the weather in Barrow and its similarities to the rest of the UK?</p>	<p>weather season</p>	<p>date diary</p>
Art & Design	<p>* use a range of materials creatively to design and make products *develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>PAINTING Can I experiment with using different tools and techniques, including different brush sizes and types? Can I use different materials to create different textures?</p>	<p>print plasticine ink carve press roller imprint</p>	<p>shape outline impression shade light dark</p>
Design Technology	<p>Design *design purposeful, functional, appealing products for themselves and other users based on design criteria *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make *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 Evaluate *evaluate their ideas and products against design criteria</p>	<p>DESIGN Can I use pictures and words to describe what I am going to do? MAKE Can I use tools safely and effectively to make different products? Can I make simple products, by marking, measuring and cutting different materials? EVALUATE Can I describe why I have chosen to use specific materials?</p>	<p>measure tools evaluate</p>	<p>design product material</p>
Computing	<p>*use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>TEXT AND IMAGES Can I save and print my work? Can I find my work on a computer and open it to make changes? Can I use the space bar, shift, enter and arrow keys to make changes to text? Can I use the mouse effectively when making a text document?</p>	<p>paint mouse capital caps lock colour</p>	<p>tab program print save</p>
Music	<p>* use their voices expressively and creatively by singing songs and speaking chants and rhymes * listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Can I listen carefully to the music and to others when I am singing? Can I perform for adults and my peers? Can I sing in time to the music and begin and finish at the right time? Can I control the volume of my voice to be heard by an audience?</p>	<p>audience perform performance volume music</p>	<p>tempo slow fast loud quiet</p>
PE	<p>*perform dances using simple movement patterns.</p>	<p>Can I follow and copy different movements? Can I move in time to music? Can I put together different movements to make a performance? Can I work with my peers to create a dance performance?</p>	<p>dance movement rhythm up down smooth</p>	<p>sway move fast slow gentle tiptoe</p>
RE	<p>See separate planning</p>			