

Let's find out ...

LKS2 Autumn 2020

Key Question - What do you think will be the most significant discovery on your learning journey?

Subject	Content to be covered	Key Skills	Key Vocabulary
Literacy	<p><u>Writing</u></p> <p>Narrative - Formal and Informal letters Recount - Newspaper reports Narrative poetry Personal writing - diary entry Non-fiction - Instructions Narrative - playscripts</p> <p><u>Reading</u></p> <p>Comprehension activities focusing on retrieving information from the text, vocabulary, word meaning and prediction skills.</p> <p><u>SPAG</u></p> <p>First and third person pronouns, adjectives, apostrophes, thesaurus work, time and cause conjunctions, expanded noun phrases, punctuating direct speech, imperative verbs, adverbs, words relating to time (conjunctions, adverbs and prepositions).</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Increase the legibility, consistency and quality of my handwriting <ul style="list-style-type: none"> • Create settings, characters and plot • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, etc. <ul style="list-style-type: none"> • Discuss and record ideas • Use simple organisational devices [for example, headings and subheadings] <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing and suggest improvements • Organise paragraphs around a theme <p><u>Reading</u></p> <p><u>Year 3</u></p> <ul style="list-style-type: none"> • Recognise some different forms of poetry • Comment on the choice of language to create moods, feelings and attitudes to build tension • Understand how style and vocabulary are linked to the purpose of the text <ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Identify how language, structure, and presentation contribute to meaning • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Understand how the author wants the reader to respond <p><u>Year 4</u></p> <ul style="list-style-type: none"> • Use dictionaries to check the meaning of words that they have read <ul style="list-style-type: none"> • Justify opinions using evidence from the text • Empathise with characters' feelings, thoughts and actions 	<p>first person - I, we third person - he, she, it, they apostrophes - contraction, possession imperative verbs adjectives to describe emotions time conjunctions - first, after, as soon as possible, next, meanwhile subordinating conjunctions - if, since, as, when, although, while, after, before, until, because word classes - verbs, nouns, adjectives, adverbs, prepositions, conjunctions, pronouns</p>

		<ul style="list-style-type: none"> • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action • Comment on the success of language choices in creating mood and atmosphere • Consider how the writer's experiences influence themes within the text • Express preference and make informed recommendations <p style="text-align: center;"><u>SPaG</u> <u>Year 3</u></p> <ul style="list-style-type: none"> • Use conjunctions, adverbs and prepositions to express time and cause <ul style="list-style-type: none"> • Use and punctuate direct speech • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. <ul style="list-style-type: none"> • Expand noun phrases to add details • Use nouns and pronouns appropriately within a sentence to avoid repetition <ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions • Use conjunctions, adverbs and prepositions to express time and cause <p style="text-align: center;"><u>Year 4</u></p> <ul style="list-style-type: none"> • Expand noun phrases by adding modifying adjectives, nouns and prepositional phrases • Use precise vocabulary that is lively, imaginative and shows an awareness of the reader • Extend the range of sentences with more than one clause by using a wider range of conjunctions • Be familiar with a range of word classes including adverbs and prepositions <ul style="list-style-type: none"> • Use a variety of subordinating conjunctions • Use and punctuate direct speech with a new line for each speaker 	
<p style="text-align: center;">Maths</p>	<p style="text-align: center;">Place Value and Number</p> <p style="text-align: center;">Addition and Subtraction</p> <p style="text-align: center;">Multiplication and Division</p> <p style="text-align: center;">Fractions, Decimals and Percentages</p>	<p style="text-align: center;"><u>Year 3</u></p> <ul style="list-style-type: none"> • Count from 0 in multiples of 4, 8, 50 and 100 • Find 1, 10 or 100 more or less than a given number • Recognise the place value of each digit in a three digit number <ul style="list-style-type: none"> • Compare and order numbers up to 1000 	<p style="text-align: center;">number digit representation ten thousands thousands hundreds tens</p>

Problem solving related to each of the above topics

- Identify, represent and estimate numbers using different representations
 - Read and write numbers up to 1000 in numerals and in words.
 - Use formal methods column addition to add and subtract numbers
 - Add and subtract numbers mentally including ones, tens and hundreds,
 - Solve problems including missing number problems using number facts, place value and more complex addition and subtraction
 - To recall multiplication and division facts for the 2, 3, 4, 5, and 8 and 10 times tables
 - To use mental methods for multiplication and division
 - Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
 - Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
 - Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
 - Recognise and show, using diagrams, equivalent fractions with small denominators
 - Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]
 - Compare and order unit fractions with the same denominator
 - Solve problems that involve all of the above
- Year 4**
- Count from 0 in multiples of 4, 8, 50 and 100
 - Find 1000 more or less than a given number
 - Read roman numerals to 100 (I to C) and know that over time the numeral system changed to include 0
 - Recognise the place value of each digit in a four digit number
 - Count backwards through zero to include negative numbers
 - Compare and order beyond to 1000
 - Identify, represent and estimate numbers using different representations

ones
tenths
hundredths
columns
addition
subtraction
regrouping
decomposition
grid
multiply
divide
fraction
numerator
denominator
equivalent
whole
mixed number
decimal point

		<ul style="list-style-type: none"> • Read and write numbers up to 1000 in numerals and in words. • Investigate the effect of dividing a one or two digit number by 10 and 100 <ul style="list-style-type: none"> • Use column addition and subtraction to calculate • Solve two step addition and subtraction problems • To recall multiplication and division facts up to 12×12 • To use a formal method for multiplication and division • To solve two step multiplication and division problems • Recognise and write decimal equivalents of tenths and hundredths <ul style="list-style-type: none"> • Find the effect of dividing a number by 10 or 100 • Round decimals with one decimal place to the nearest whole number • Recognise and show using diagrams families of different equivalent fractions <ul style="list-style-type: none"> • Count up and down in hundredths • Add and subtract fractions with the same denominator 	
<p>Science</p>	<p><u>What do scientists do? and States of Matter</u></p> <ul style="list-style-type: none"> • Ask relevant questions and using different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions <ul style="list-style-type: none"> • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes 	<ul style="list-style-type: none"> • Think about the qualities a scientist might need • Describe the three main branches of science • Give a brief description of the scientific method • Make careful observations of patterns, similarities and differences <ul style="list-style-type: none"> • Generate an enquiry question about fingerprints • Think of a simple hypothesis for their enquiry question • Identify ways that an experiment is not a fair test <ul style="list-style-type: none"> • Plan a fair test • Identify dependent and independent variables <ul style="list-style-type: none"> • Make clear and careful observations • Draw conclusions from these observations • Classify animals based on their observations • Predict the outcome to an investigation using existing knowledge and understanding • Think about how they will collect and record their data efficiently • Identify the dependent and independent variables in their investigation <ul style="list-style-type: none"> • Follow the scientific method in their investigation <ul style="list-style-type: none"> • Describe what their results show • Draw a conclusion, reflecting on their hypothesis 	<p>investigate scientists comparative fair test variables control independent dependent solids liquids gases equipment water cycle evaporation condensation precipitation method prediction conclusion hypothesis</p>

	<ul style="list-style-type: none"> • Use straightforward scientific evidence to answer questions or to support their findings • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • 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 • 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 (°c) <ul style="list-style-type: none"> • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<ul style="list-style-type: none"> • Identify solids and liquids • Recognise similarities and differences between solids and liquids • Explain that some powders flow like liquids because they have fine particles • Explain that gases are different from solids and liquids in the way they do not maintain their shape or volume • Describe how water particles behave when they change state • Identify and name some materials that can exist as both a solid and a liquid <ul style="list-style-type: none"> • Understand that different materials will melt at different temperatures <ul style="list-style-type: none"> • Identify some materials that will not melt • Describe why some materials change state • Describe how temperature affects the rate at which materials change <ul style="list-style-type: none"> • Record and present findings • Understand that gases are formed when liquids evaporate • Identify the 'disappearance' of water in a range of situations as evaporation • Make observations, report on findings from research and use straightforward scientific language <ul style="list-style-type: none"> • Explain the process of condensation • Record findings using simple scientific language, drawings and diagrams <ul style="list-style-type: none"> • Outline stages of the water cycle • Accurately name the processes of the water cycle • Understand and explain that evaporation and condensation are processes that can be reversed 	
History	Will be taught during the spring term.	Will be taught during the spring term..	Will be taught during the spring term.
Geography	<p style="text-align: center;">Locational Knowledge</p> <ul style="list-style-type: none"> • Use maps and atlases to find countries and cities in Europe and North and South America on a map and • Find the correct page in an atlas by using the index. Locate and name rivers in England, France, Ukraine and Brazil (Humber, Welland, Mersey, Loire and Amazon). 	<p style="text-align: center;">Geography Skills and Fieldwork</p> <ul style="list-style-type: none"> • Look up the co-ordinates of a location. • Use a key to identify physical features. • Explain why maps have symbols on them. • Use a key to find out what a symbol means. <ul style="list-style-type: none"> • Explain what makes a good map symbol. • Recognise some map symbols on an Ordnance Survey map. 	Atlas, index, co-ordinates, latitude, longitude, Key, symbol, Ordnance Survey, Compass, north, south, east, west, north east, south east, south west, north west, Co-ordinates, grid reference, easting, northing, Silva compass, Past, present,

	<ul style="list-style-type: none"> • Locate seas and oceans on the coast of America and Europe (Pacific Ocean and Adriatic Sea). • Locate and name lakes in the UK and South America (Ulswater, Loch Ness and Lake Titicaca). • Locate and name National Parks in England (Dartmoor and the Peak District). • Locate and name a mountain range in Europe (The Pyrenees). • Identify physical features on a map (lakes, mountains, rivers, seas and oceans). <ul style="list-style-type: none"> • Use an atlas to locate the UK on a world map. • Locate and name the capital cities, towns and cities (Bicester and Oxford), surrounding seas and major rivers on a map of the UK (Thames, Humber, Mersey). <p style="text-align: center;">Place Knowledge</p> <ul style="list-style-type: none"> • Identify and name different types of services in the local area. <ul style="list-style-type: none"> • Locate services on a map of the local area. <p style="text-align: center;">Human and Physical Geography</p> <ul style="list-style-type: none"> • Identify human and physical features in the local area. • Explain difference between human and physical geographical features. • Describe how the land in the local area is used. 	<ul style="list-style-type: none"> • Name the eight compass points. • Follow directions using the eight compass points. • Give directions using the eight compass points. • Explain how to give co-ordinates by going across first and then up. • Find a location from four or six-figure co-ordinates. • Give four or six-figure co-ordinates for a location. • Use fieldwork to identify different examples of land use in my local area. • Use fieldwork to take photographs and notes about my local area and use this to create a sketch map of my local area. <ul style="list-style-type: none"> • Conduct a survey. • Carry out a simple questionnaire. 	<p>similarities, differences, fieldwork, routes, community, urban, rural, human and physical features</p>
<p>Art</p>	<ul style="list-style-type: none"> • Know key facts about the life of at least 2 contrasting artists, including placing them in historical context • Know what style of art the artists are famous for • Learn key facts about some notable pieces of their work and be able to recall these <ul style="list-style-type: none"> • Know how to critique art in a meaningful way, answering key questions • Say how other artists/craft makers/designers have used colour, pattern and shape • Understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work • Recall knowledge about art from other periods in history • Know how to replicate art using the styles and techniques of other artists. 	<ul style="list-style-type: none"> • Express an opinion on the work of famous, notable artists and refer to techniques and effect; • Use subject specific vocabulary when describing art • Use inspiration from famous artists to replicate a piece of work; • Reflect upon their work inspired by a famous notable artist and the development of their art skills; 	<p>Primary Secondary Tint Tone Shade</p>

<p>DT</p>	<ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion and annotated sketches <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<ul style="list-style-type: none"> • Identify the different components of a photograph frame • Compare photograph frames and talk about their features • Describe ways of making strong and stable structures • Describe different techniques for strengthening and joining paper • Experiment with different strengthening and joining techniques • Select and use appropriate strengthening and joining techniques <ul style="list-style-type: none"> • Evaluate different types of structures • Design a photograph frame that would be suitable for a particular purpose <ul style="list-style-type: none"> • Follow a design to create a photograph frame • Create a strong and stable structure • Suggest ways in which they could improve their finished product <ul style="list-style-type: none"> • Evaluate their finished product • Assess how well their finished product meets the original design criteria 	<p>tools techniques materials textiles components measure mark cut score assemble reinforce strengthen</p>
<p>PE</p>	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Hockey</u></p> <ul style="list-style-type: none"> • Develop dribbling skills with a stick and ball <ul style="list-style-type: none"> • Stand • Dribbling: Bend Knees, use flat side only, head up. Ball always in close contact with stick (like it is glued) <ul style="list-style-type: none"> • Dribble ball just outside right foot • Be accurate with passing and receiving skills • Develop Push Pass: Transfer weight, left foot and left shoulder facing partner passing to. Stick down low to receive. <ul style="list-style-type: none"> • Move the ball with closer control. • Progressively move the ball and stick away from their feet to improve speed and vision • Vary the speed at which they move with the ball • Keeps control of the ball whilst changing direction. <p><u>Football</u></p> <ul style="list-style-type: none"> • Apply and follow rules fairly. • Begin to apply the basic principles of invasion games. • Use simple attacking and defending skills in a game. <ul style="list-style-type: none"> • Stop a ball from travelling past me. 	<p>balance stretch point patch roll turn travel skip hop jump movement position hold dance routine canon straight evaluate improve</p>

		<ul style="list-style-type: none"> Find a useful space and get into it to support teammates Show how to keep and win back possession of the ball in a team game. Pass the ball in different ways in a game situation with some success. Move with the ball in a variety of ways with some control. 	
Music	<ul style="list-style-type: none"> How to play as part of an ensemble. How to create a simple piece of music. Recognise and follow rhythm notation symbols. Growing awareness of how to control the voice to make a pleasing sound. Sing songs/perform rap from memory. 	<ul style="list-style-type: none"> Select descriptive sounds to accompany a poem Choose different timbres to make an accompaniment <ul style="list-style-type: none"> Make choices about musical structure Create and perform from a symbol score Arrange an accompaniment with attention to balance and musical effect Use a score and combine sounds to create different musical textures <ul style="list-style-type: none"> Compose an introduction for a song Compose and notate pentatonic melodies on a graphic score <ul style="list-style-type: none"> Compose a rap 	<p>pulse crochet minim quaver semi quaver rest pitch chord</p>
Computing	<ul style="list-style-type: none"> Online Safety - act safely and respectfully online - keep personal information private online - know where to get help if someone or something upsets you online <ul style="list-style-type: none"> The SMART Rules Explain the SMART rules succinctly in a simple presentation. Make the presentation interactive using hyperlinks and including video and audio. 	<ul style="list-style-type: none"> Understand why we have rules and that rules are usually in place to reduce risk and danger Understand what is safe and unsafe behaviour when i am online <ul style="list-style-type: none"> Understand what to do when things go wrong online <ul style="list-style-type: none"> Understand how to be respectful online Explain what each of the smart rules means and why they are important rules <ul style="list-style-type: none"> Explain who my audience is Explain the smart rules as text in a presentation Embed media in the form of pictures and video into my presentation Create hyperlinks to pages within my presentation and to other relevant sites Assess my own presentation and peer assess for a friend 	<p>rules, harm, dangers, risk, online, strangers, personal, information, private, respect, safe, meet, accept, reliable, tell</p>
MFL (Modern Foreign Languages - French)	<ul style="list-style-type: none"> Listen carefully and pronounce unfamiliar words with increasing accuracy. Listen carefully, repeating and responding to key words and phrases. Use familiar sounds and spellings to recognise and learn new language. 	<ul style="list-style-type: none"> Listen to and repeat names of some French towns and cities. Compare and contrast French towns with places I know. Ask and answer questions to find out where someone lives. Listen to new language and repeat with increasing accuracy. 	<p>J'habite à... [I live in...], Où [where], Où habites-tu? [Where do you live?] magasin (m) [shop], école (f) [school], église (f) [church], musée (m) [museum], boulangerie (f) [bakery], piscine (f)</p>

- Apply knowledge to predict, say and spell new language.
- Select and present information to other people.
- Use a bilingual dictionary to develop my vocabulary around a given topic.

- Identify typical places in my town.
 - Describe my town.
- Identify spellings or sounds I know in new words.
 - Say the tens numbers to 100.
- Identify spellings or sounds I know in new words.
- Use word patterns to predict what the next number will be.
 - Say any number from 1-100 with support.
- Listen to and repeat common French expressions.
 - Construct a simple sentence.
 - Say an address clearly.
 - Sort vocabulary into topic groups.
- Suggest further English words in a vocabulary set.
- Use a bilingual dictionary to translate the word I want.

[swimming pool], gare (f) [railway station], pâtisserie (f) [cake shop], café (m) [cafe], supermarché (m) [supermarket], cinéma (m) [cinema], parc (m) [park], théâtre (m) [theatre], marché (m) [market], mosquée (f) [mosque], rivière (f) [river], il y a [there is/are...], il n'y a pas [there isn't/aren't...]
 vingt [20], trente [30], quarante [40], cinquante [50], soixante [60], soixante-dix [70], quatre-vingt [80], quatre-vingt-dix [90], cent [100], et/plus [and/plus], font [makes/ equals], moins [subtract], sur [divided by], fois [multiply]
 Mon adresse est... [My address is...], avenue/ boulevard/ allée /rue [road/street/etc.], place [place/square], du/ de la/ des... [of the...]
 Que veut dire___? [What does ___ mean?],