

YEAR A (2019-2020)

AUTUMN TERM 2<sup>nd</sup> Half

Theme	OUR PRECIOUS WORLD - How We Used To Live (History focus)									
	English TEXTS TO BE AT CENTRE OF TOPIC	Maths	Science	Computing	History/ Geography	Art / DT	Music Charanga	PSHCE	PE	RE
Y4,5,6	Non Fiction – Information Texts  Narrative – Classic Literature	Lancashire Scheme of Work  & Cross curricular referencing	Electricity	Coding	<b>History</b> Victorian Life – Contrasts between now and then	<b>Art</b> Victorian Art  Georges Seurat  William Morris	Ukulele Lessons  Rehearsal of songs for Christmas production	Relationships  Living In The Wider World	Gymnastics	Christianity - God
Extending Learning Opportunities	<ul style="list-style-type: none"> <li>• Visit to Judges Lodgings and The Cottage</li> <li>• Access to Museum Loan Boxes of Victorian artifacts</li> </ul>									

## Key Learning Coverage

Class / Year Group - Oak Class (Year 4, 5, 6)	Teacher: Mrs Greenwood
Initials of Children in class: RSJ, JT, MR, MT, HL, LS	TOPIC: AUTUMN 2 <sup>nd</sup> HALF 2019

Subject	Key Learning to cover
<b>Science</b>	<p>Year 4: Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ Identify common appliances that run on electricity.</li> <li>▪ Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>▪ 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.</li> <li>▪ Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>▪ Recognise some common conductors and insulators, and associate metals with being good conductors.</li> <li>▪ Electricity can be dangerous.</li> <li>▪ Electricity sources can be mains or battery.</li> <li>▪ Batteries ‘push’ electricity round a circuit and can make bulbs, buzzers and motors work.</li> <li>▪ Faults in circuits can be found by methodically testing connections.</li> <li>▪ Drawings, photographs and diagrams can be used to represent circuits (although standard symbols need not be introduced until UKS2).</li> </ul> <p>Year 6: Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>▪ Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>▪ Use recognised symbols when representing a simple circuit in a diagram.</li> <li>▪ Circuit diagrams can be used to construct a variety of more complex circuits predicting whether they will ‘work’.</li> </ul>
<b>Computing</b>	<p>Computer Science</p> <p>Year 4:</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>▪ Write programs that accomplish specific goals.</li> <li>▪ Read what a sequence in a program does.</li> <li>▪ Work with various forms of input.</li> <li>▪ Work with various forms of output.</li> <li>▪ Use logical reasoning to predict outputs.</li> <li>▪ Design programs, showing skills needed to plan and implement a task/problem that accomplish specific goals.</li> <li>▪ Design programs showing appropriate planning and implementing skills.</li> <li>▪ Create programs that implement algorithms to achieve specific goals.</li> <li>▪ Debug programs that accomplish specific goals through self and peer assessment.</li> <li>▪ Use sequence, repetition and selection in programs.</li> <li>▪ Plan, test and evaluate programs that solve specific problems using a screen turtle or other programmable devices.</li> <li>▪ Use sequences of commands to control physical devices using outputs.</li> <li>▪ Demonstrate and develop a sense of audience when appropriate.</li> <li>▪ Use and debug programs to control physical devices Note real or screen simulations could be used.</li> <li>▪ Use logical reasoning to detect and correct errors in programs.</li> </ul> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Understand how to plan and write programs that accomplish specific goals.</li> <li>▪ Know a range of input devices and how they can be used.</li> <li>▪ Know a range of output devices and how they can be used.</li> </ul>

- Know the difference between an input and an output.
- Understand that computers can collect data from various inputs.
- Know what debugging is and how it can be used to achieve specific goals.
- Understand that planning is a vital part of designing programs.
- Understand that evaluation is a vital part of the design process.
- Understand what the terms sequence, repetition and selection mean and know how to use them in programs.
- Understand how to control physical devices.
- Be aware that everyday devices use sensors and outputs, e.g. automatic doors, traffic lights, intruder alarms.
- Understand how to use logical reasoning to detect errors in programs.
- Understand how to use logical reasoning to correct errors in programs.
- Understand that computers can collect data from various inputs.

Year 5/6:

#### Skills

- Use repetition\* and selection\* in programs.
- Use variables\* in programs.
- Design and create programs using decomposition.
- Design programs to accomplish specific tasks or goals.
- Use logical reasoning to develop systematic strategies that can be used to debug algorithms and programs.
- Use procedures in programs..
- Design, test and refine programs to control robots or floor turtles taking account of purpose and needs.
- Use programming software to create simulations.

#### Knowledge and Understanding

- Know the meaning of the key terms:
  - selection.
  - variables.
  - decomposition.
- Know the meaning of logical reasoning.
- Understand what a procedure is and why it is important in programs.
- Know that programs can be represented in different formats including written and diagrammatic.
- Understand the need for precision when creating sequences to ensure reliability.
- Understand how experiences of programming / control relate to control systems in the real world.
- Understand that there are often different ways to solve the same problem or task
- Understand that programming software can create simple and complex simulations.

Geog/ History

Year 4:

#### Chronology

Show their increasing knowledge and understanding of the past by:

- Using specialist dates and terms, and by placing topics studied into different periods (*century, decade, Roman, Egyptian, BC, AD...*).
- Making *some* links between and across periods, such as the differences between clothes, food, buildings or transport.
- Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.

#### Events, People and Changes

Be able to describe some of the main events, people and periods they have studied by:

- Understanding *some* of the ways in which people's lives have shaped this nation.
- Describing how Britain has influenced and been influenced by the wider world.
- Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.

#### Communication

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- When doing this they should use specialist terms like *settlement, invasion* and vocabulary linked to chronology.
- Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.

#### Enquiry, Interpretation and Using Sources

- Understand *some* of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.
- Use *some* sources to start devising historically valid questions about change, cause, similarity and difference, and significance.
- Understand some of the methods of historical enquiry, how evidence is used to make historical claims.
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.

	<ul style="list-style-type: none"> <li>▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>).</li> <li>▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.</li> </ul> <p>Year 5/6:</p> <p><b>Chronology</b></p> <p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> <li>▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>).</li> <li>▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> <li>▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.</li> <li>▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>).</li> <li>▪ Analyse connections, trends and contrasts over time.</li> </ul> <p><b>Events, People and Changes</b></p> <p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> <li>▪ Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.</li> <li>▪ Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.</li> <li>▪ Establishing a narrative showing connections and trends within and across periods of study.</li> <li>▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.</li> <li>▪ Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</li> <li>▪ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.</li> </ul> <p><b>Enquiry, Interpretation and Using Sources</b></p> <ul style="list-style-type: none"> <li>▪ Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> <li>▪ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.</li> <li>▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.</li> <li>▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others.</li> </ul>
<p><b>Art/ DT</b></p>	<p>Year 4:</p> <p><b>Exploring and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>▪ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>▪ Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul> <p><b>Evaluating and Developing Work</b></p> <ul style="list-style-type: none"> <li>▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>▪ Adapt their work according to their views and describe how they might develop it further.</li> <li>▪ Annotate work in journal.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>▪ Experiment with ways in which surface detail can be added to drawings.</li> <li>▪ Use journals to collect and record visual information from different sources.</li> <li>▪ Draw for a sustained period of time at an appropriate level.</li> </ul> <p><b>Lines and Marks</b></p> <ul style="list-style-type: none"> <li>▪ Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>▪ Experiment with different grades of pencil and other implements to create lines and marks.</li> </ul> <p><b>Form and Shape</b></p> <ul style="list-style-type: none"> <li>▪ Experiment with different grades of pencil and other implements to draw different forms and shapes.</li> <li>▪ Begin to show an awareness of objects having a third dimension.</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>▪ Experiment with different grades of pencil and other implements to achieve variations in tone.</li> <li>▪ Apply tone in a drawing in a simple way.</li> </ul> <p><b>Texture</b></p>

	<ul style="list-style-type: none"> <li>▪ Create textures with a wide range of drawing implements.</li> <li>▪ Apply a simple use of pattern and texture in a drawing.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>▪ Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul> <p>Year 5/6:</p> <p><b>Exploring and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>▪ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>▪ Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul> <p><b>Evaluating and Developing Work</b></p> <ul style="list-style-type: none"> <li>▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>▪ Adapt their work according to their views and describe how they might develop it further.</li> <li>▪ Annotate work in a journal.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>▪ Work from a variety of sources including observation, photographs and digital images.</li> <li>▪ Work in a sustained and independent way to create a detailed drawing.</li> <li>▪ Develop close observation skills using a variety of view finders.</li> <li>▪ Use a journal to collect and develop ideas.</li> <li>▪ Identify artists who have worked in a similar way to their own work.</li> </ul> <p><b>Lines, Marks, Tone, Form and Texture</b></p> <ul style="list-style-type: none"> <li>▪ Use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>▪ Experiment with wet media to make different marks, lines, patterns, textures and shapes.</li> <li>▪ Explore colour mixing and blending techniques with coloured pencils.</li> <li>▪ Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>▪ Start to develop their own style using tonal contrast and mixed media.</li> </ul> <p><b>Perspective and Composition</b></p> <ul style="list-style-type: none"> <li>▪ Begin to use simple perspective in their work using a single focal point and horizon.</li> <li>▪ Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li> <li>▪ Show an awareness of how paintings are created i.e. Composition.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>▪ Add collage to a painted, printed or drawn background.</li> <li>▪ Use a range of media to create collages.</li> <li>▪ Use different techniques, colours and textures etc. when designing and making pieces of work.</li> <li>▪ Use collage as a means of extending work from initial ideas.</li> </ul>
Music	<p>Year 4:</p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.</li> <li>▪ Play tuned and untuned instruments with control and rhythmic accuracy.</li> <li>▪ Practise, rehearse and present performances with an awareness of the audience.</li> </ul> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Analyse and compare sounds.</li> <li>▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.</li> <li>▪ Improve their own and others' work in relation to its intended effect.</li> <li>▪ Use and understand staff and other musical notations.</li> <li>▪ Develop an understanding of the history of music.</li> </ul> <p><b>Musical Elements:</b></p> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>▪ Determine upwards and downwards direction in listening, performing and moving.</li> <li>▪ Recognise and imitate melody patterns in echoes.</li> <li>▪ Show the overall contour of melodies as moving upwards, downwards or staying the same.</li> <li>▪ Determine movement by step, by leaps or by repeats.</li> <li>▪ Perform simple melody patterns.</li> </ul> <p><b>Duration</b></p> <ul style="list-style-type: none"> <li>▪ Indicate the steady beat by movement, including during a silence.</li> </ul>

- Respond to changes in the speed of the beat.
  - Respond to the strong beats whilst singing.
  - Use instruments to keep a steady beat.
  - Hold a beat against another part.
- Year 5/6:
- Performing**
- 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.
- Knowledge & Understanding**
- Analyse and compare sounds.
  - Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.
  - 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.
- Musical Elements:**
- Pitch**
- Identify short phrases and long phrases.
  - Identify the prominent melody patterns in a piece of music.
  - Improvise a melodic pattern.
  - Improvise a melody.
- Duration**
- Perform rhythmic patterns and ostinati (*repeated melody lines*).
  - Identify a silence in a rhythmic pattern with a gesture.
  - Create rhythmic patterns including silences and notate.
  - Indicate strong and weak beats through movements.
  - Recognise a metre (*the way beats are grouped*) of 3 or 4.
  - Recognise a change in metre.

PE

- Developing Skills**
- Travelling**
- Focus on developing quality of travelling actions both on feet and hands and feet.
- Shape**
- As KS 1 and piked and straddle,
  - Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs.
  - Explore a range of symmetrical and asymmetrical actions.
  - Perform movements that are mirrored and/or matched.
- Balance**
- Focus on developing balances on 1,2,3 or 4 points and large body parts.
  - Counter balance with a partner.
  - Counter tension with a partner.
- Rolling**
- Focus on developing quality in all the different rolling actions from KS1.
- Jumping**
- Focus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1.
  - Jump with shapes in the air.
  - ½ turn jump.
- Handle apparatus**
- Use all actions above on the floor and over, through, across and along apparatus.
  - Perform different combinations of actions and perform these with a change of speed, level or direction.
  - Develop tension, extension and transfer of weight in their actions
- Linking Actions and Sequences of Movement**
- Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end.
  - Gradually increase their length of sequence.
  - Work with a partner to make up a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement.
  - Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction.

	<ul style="list-style-type: none"> <li>▪ Adapt sequences to include a partner.</li> <li>▪ Make up longer sequences and perform them with fluency and clarity of movement.</li> <li>▪ Vary direction, levels and pathways to improve the look of a sequence.</li> <li>▪ Use planned variations and contrasts in actions and speed in their sequences.</li> <li>▪ Perform actions on the floor then from floor to apparatus,</li> </ul> <p><b>Evaluating Success</b></p> <ul style="list-style-type: none"> <li>▪ Explain the difference between two performances.</li> <li>▪ Make simple assessments of performance based on simple criteria given by the teacher.</li> <li>▪ Offer constructive ideas when working with a partner, including ideas on balance and transfer of weight.</li> <li>▪ Suggest improvements to speed, direction and level in the composition.</li> <li>▪ Watch performance and use criteria to make judgements and suggest improvements.</li> <li>▪ Explain how a sequence is formed using appropriate terminology to describe technique and composition when evaluating both their own and others performances.</li> </ul>
PSHCE	<p>To recognise and respond appropriately to a wider range of feelings in others (R1)</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2).</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (R3).</p> <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4).</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view (R10).</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk (L6).</p> <p>To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (L7).</p>
RE	<p><b>Make links</b> between beliefs and sacred texts, including stories and various religious sources (B&amp;V LRT)</p> <p><b>Suggest meanings</b> for a range of living religious traditions eg, Guru Granth Sahib, Wudu before handling the Qur'an. (B&amp;V LRT)</p> <p><b>Describe</b> the impact of religion on people's in terms of beliefs, values and personal meaning. (LRT)</p> <p><b>Apply</b> their ideas to their own and other peoples' lives simply. (B&amp;V)</p> <p><b>Ask important questions</b> about religion and beliefs, and <b>compare</b> the different viewpoints within a faith group. (SHE, B&amp;V, SPM)</p>