
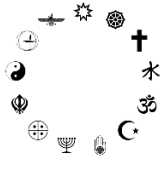





## Lower Key Stage 2 (3/4) Autumn Term A

<p><b>History</b></p> 	<p>Children will learn about the ancient Maya including how their civilisation was discovered, their daily lives, their calendar and communication methods. The children will be able to develop their enquiry skills through carrying out lines of enquiry, including using primary and secondary sources to explore what life was like at that time. In key stage 1, children have learned about how influential people have impacted the modern life (e.g. through the study of the first moon landing and Ernest Shackleton). In lower key stage 2, year 4 children have learnt about the Roman empire which will enable children to make connections across different ancient civilisations. This unit allows children to build understanding of how civilisations in the past lived and their impact on the world – developing their cultural understanding through the values of respect and responsibility. They will use sources to make conclusions about the ancient civilisation, explore a range of various sources and understand how people lived during the Maya era. Knowledge from this unit focussed on an ancient civilisation will be developed further later this year when children learn about the ancient Egyptians. They will be able to compare similarities and differences between the daily lives of the people living at this time as well as the impact that they had on the world.</p>
<p><b>Geography</b></p> 	<p>Our rainforests topic will allow children to learn about the key features of a rainforest, where rainforests are located, and which products grow in a rainforest. It will also allow children to focus on environmental issues such as deforestation and the effects they have on animals, humans and the planet. In key stage 1, children have learned to name and identify the 7 continents and the 5 oceans and locate places on a map. This will allow children to use their prior knowledge to locate Brazil and understand its location within the world. Children have also previously learnt what human and physical features are and have identified them in the places they have explored. They will build upon this knowledge by identifying human and physical features in Brazil and compare them to features in other countries as well as their own locations. Focusing on Brazil and the Amazon Rainforest will allow pupils to act upon their values. They will be able to demonstrate the value of respect as they learn about life in Brazil and celebrate the diversity of the country and its settlements. They will be able to express hope and positivity by learning about the lives of those living in the Caboclo community. In upper key stage 2, knowledge will progress further when children learn about further environmental issues such as pollution and its impact on the environment. They will also continue to learn about physical aspects of countries in other continents including Europe and Asia.</p>
<p><b>Science</b></p> 	<p>Through exploration and scientific discovery, children will be exploring the topic of 'Living things and their habitats' which will link with our English texts of 'Flotsam' and 'Sea bins/plastic pollution'. Previously in key stage 1, children have described and compared common animals and named a variety of living things, their habitats, food chains and understood the dependency on one another. They will therefore build on this previous knowledge in lower key stage 2, by recognising that living things can be sorted and grouped in a variety of ways through classification keys. During this study of work, children will have the opportunity to discover, wonder and question the differences and similarities of living things. They will explore how to identify and name a wider variety of living things in the local and wider environment. Children will also recognise that environments can change and that this can sometimes pose a danger to living things with clear links to the current climate circumstances. Within this topic, children are given the opportunity to ask deep questions about the actions of man and the consequences they can cause in their environment. This learning will progress in upper key stage 2 when children will be describing the differences in the life cycles and reproduction process of a range of animals and some plants.</p>
<p><b>Religious Education (RE)</b></p> 	<p>Autumn 1: <b><i>What do Christians learn from the story of Creation?</i></b>          Children will learn what Christians believe about God, the creation of the universe and the concept of 'The Fall.' They will be able to ask questions and suggest answers about what might be important in the creation story for Christians living today. Children will be able to appreciate and offer suggestions about human nature, how to act and the importance of forgiveness. In key stage 1, children have previously learnt the creation story from Genesis and what this means for Christians and Jews as well as the Hindu stories about creation. They have had the opportunity</p>

	<p>to discuss different beliefs and ideas about how the universe came to be and are developing an idea of the concept of creation. This unit will progress their understanding further by exploring in more depth what Christians learn from the concepts and the biblical teachers of both the creation and fall. Knowledge gained within this unit and previously in key stage 1 will be built upon in upper key stage 2 when children will enquire and express whether the story of creation according to Genesis and scientific viewpoints of the creation of the Earth are conflicting or complementary.</p> <p>Autumn 2: <b>What is philosophy? How do people make moral decisions?</b>  This unit will aim to support children to understand the meaning of philosophy and explore some of the bigger questions in life. They will learn what factors may contribute towards an individual's moral decision-making including influences such as family, history, community and religious (or non-religious beliefs). Children will be introduced to Humanism explicitly for the first time and learn how about their core beliefs and the 'Golden Rule' helps to guide humanists in their everyday lives and moral decision making. Prior knowledge of Christianity will be built upon when children consider biblical teachings and stories which may help to guide Christian's moral decisions. Knowledge from this unit will be built upon in upper key stage 2 when children engage in further philosophical units including big questions such as 'What does it mean to be human? Is being happy the greatest purpose in life?' with a further focus on humanism.</p>
<p><b>Computing</b></p> 	<p><b>Year 3 – Connecting Computers</b>  In KS1, children learned to name parts of a computer, switch and log on to a computer, use a keyboard to type, describe some uses for computers and identify information technology beyond school. This unit explores the concept of developing children's understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, children will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, children will discover the benefits of connecting devices in a network.</p> <p><b>Year 3 – Animation</b>  In KS1, children learned to use tools to change a picture, recognise which photos are real and which have been edited and make appropriate choices about shape and line tools. Children will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with children adding other types of media to their animation, such as music and text.</p> <p><b>Year 4 – The Internet</b>  Children's prior knowledge includes explaining that digital devices accept inputs and produce outputs, describing a simple process and explaining how a computer network can be used to share information. Children will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p> <p><b>Year 4 – Audio Editing</b>  Children's prior knowledge includes describing how music makes them feel, creating a rhythmic pattern, creating music for a purpose and saving the music and identifying music is a sequence of notes and use a computer to make a musical pattern using 3 notes. Children will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Children will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, children will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, children will evaluate their work and give feedback to their peers.</p>
<p><b>Art and design</b></p>	<p>Children will explore, appreciate and respond to work by the Brazilian artist <i>Romero Britto</i>. They will also have the opportunity to learn from other diverse artists (<i>Tarsila do Amaral, Nixiwaka Yawanawá and Henri Rousseau</i>). The children will explore the use of colour and perspective. This will lead to them creating their own rainforest artwork using oil pastels and/or paint. Children will build upon their prior learning in KS1 when they were taught the primary and secondary</p>

	<p>colours and began using simple drawings and sketches to record ideas, thoughts and feelings. Later, in UKS2, they will further develop their understanding of perspective and will learn about a wider variety of ways of applying paint.</p>
<p><b>Design Technology (DT)</b></p> 	<p>Children will create their own rainforest bean bag by combining appropriate materials using a range of stitches. They will explore their ideas through designing their own bean bag, using their own design criteria. This will build upon prior knowledge in key stage 1 of making sock puppets and using the running stitch. The children will develop an understanding and be able to explain why materials are used and the impact they will have on the user. They will extend their prior knowledge by learning how to complete different stitches including a blanket and back stitch.</p>
<p><b>Physical Education (PE)</b></p> 	<p><b>Striking and Fielding</b></p> <p>This unit will focus on developing children’s accuracy when throwing, including at a target and catching a bean bag and small tennis ball in isolation and within striking and fielding games. Previously in key stage 1, children have learned a variety of throwing and catching techniques, from different heights and distances. They have also learned how to throw a beanbag underarm and cup their hands to catch as well as throwing a quoit at a target. Children have also previously experienced the basic principles within small teams and circle games. This knowledge will be progressed further within this unit as children will practise throwing at a target as well as using underarm bowls to throw to a batter. They will learn how to strike a bean bag and tennis ball with a short tennis racket and progress onto using a rounder’s bat when ready. Finally, they will apply all skills learnt within a rounder’s game, developing their understanding and the importance of communication and collaboration when working as a team. Knowledge from this unit will progress in upper key stage 2 where they will learn about the different roles in cricket games as well as bowling, striking and catching with a cricket ball and bat.</p> <p><b>Gymnastics</b></p> <p>As well as understanding the need for a healthy lifestyle, children will gain understanding, experience and knowledge of the fundamentals: partner balances. In EYFS, the foundations of balancing are based around exploring the ability to balance in different ways e.g. balancing on one foot, both on the floor and on apparatus. This then builds in key stage 1, and is developed further to include a lot of partner based work, building on collaboration, including collaborative balancing as well as the use of apparatus to support ideas, with children aiming to perform 1-4 point balances on the floor. Children are given the opportunity to share ideas as well as the opportunity to support one other with their work. As children move further into lower key stage 2, this skillset will be developed further, through the introduction of different shapes, exploring the ways in which children are able to move their body into for example, a square, as well as performing complex partner balances e.g. one when their partner is not connected directly to the ground, and one with good tension and clarity of shapes. During their time in upper key stage 2, the main focus for children is on the control of movement, as well as an increased mastery of their balancing. In addition, there will also be a focus on beginning to put movements together to make a sequence, including asymmetrical and symmetrical balancing.</p>
<p><b>Personal, social, health and economics (PSHE)</b></p> 	<p>Children will further explore and understand the importance of physical and mental wellbeing. They will reflect on the importance of learning and start to think ahead. As an individual, they will identify their own strengths and weaknesses and build upon their prior knowledge in key stage 1 where children will be confident in discussing their view and opinions and listening to the ideas of other group members. After thinking ahead, the children will start to set their own goals and think about their own aspirations recognising how they can achieve these.</p> <p>Children will reflect upon their prior knowledge in key stage 1 of understanding that they belong to various groups and communities and learn about our own community of our family. They will look at differing families and how they are structured. They will learn about stability and begin to accept that all families are different and diverse.</p>
<p><b>Music</b></p> 	<p>Children will use this topic to consolidate the learning that has occurred during key stage 1. The learning is focused on listening, appraising and performing <i>Let Your Spirit Fly</i> (Year 3) and <i>Mamma Mia</i> (Year 4). Children will build their confidence when exploring a variety of musical experiences, enabling them to enjoy appraising, composing and performing the main genre of R &amp; B music (Year 3) and Pop music (Year 4). Building on learning from key stage 1, children will now be confident in clapping along with a pulse in a rhythm and be able to copy a simple rhythmic pattern with both instruments and voices. Children will now learn to sing and use their</p>

	<p>voices with pitch and develop an understanding of expression and dynamics. Through singing songs, children will learn about the structure and organisation of music and how to sing in tune with others. Children will listen to and evaluate a piece of music from different cultures. They will learn to discuss music they hear and music they make using appropriate vocabulary. Children will learn to further understand and discuss the dimensions of pitch, duration, dynamics, tempo, timbre, texture and structure. This will ensure the children are fully prepared for their journey into upper key stage 2 where they will learn how to sing part songs in rounds with control, expression, phrasing and dynamics. Children will appraise music across a range of periods, genres, styles and traditions including the works of the great composers and musicians. As pupils progress, they develop a critical engagement with music and are able listen with judgement.</p>
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