



Lower key stage 2 (3/4) Autumn term B

Geography



This 'Extreme Earth' unit will enable children to understand the impact that natural disasters have on the environment as well as the people who live in these locations. Through this topic, pupils will concentrate on earthquakes, volcanoes and tornadoes, showing understanding of their formation and impact on the locations around the world in which they occur. A range of maps including aerial and thematic will be used to support children to locate the Ring of Fire as well as Tornado Alley in the United States of America. They will also learn how to use these maps to analyse the impact of natural disasters and understand where they occur.

This unit will build upon previous knowledge gained in key stage 1 where children learnt about countries and climate in the continent of Africa as well as the physical conditions of Antarctica. They have also previously explored the relationship between locations and how they affect the people who live there. This topic will explore a new continent in more depth and add context to children's existing knowledge of the 7 world continents.

Knowledge gained this term will be built upon in lower and upper key stage 2 when children learn about the impact of growing populations in London, the impact of flooding and the climate and conditions of the Amazon rainforest and India.

Science



This term's focus is States of Matter. Through this, children will be able to sort materials into solids, liquids and gases as well as develop an understanding of these states of matter. They will also be able to observe how some conditions can change their states. Prior knowledge from key stage 1 including an understanding of different materials and their properties as well as what happens to certain materials when they are manipulated such as bending or twisting will be built upon this term.

This unit will provide a secure understanding of changing materials and states of matter for when children focus on changing materials, filtering, sieving and evaporating in upper key stage 2.

Religious Education (RE)







Year 3 – Our focus this half term will explore the core question: '**How do people express commitment to a religion or worldview in different ways?**'. Children will learn about how Jewish; Sikh and Christians express their religious commitment. The importance of rites of passage in terms of religious identity and the role of baptism in both adults and infants within the Christian community will be taught. Children will have a chance to deepen their understanding of the importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community and introduced to Sikhism for the first time. By the end of this enquiry, children will be able to identify a range of ways in which religious belief can impact daily life and have an awareness of the similarities and differences between the commitment ceremonies and rites of passage within Christianity, Judaism and Sikhism. In year 4 and upper key stage 2, children will extend their knowledge of how religious leaders in their communities are similar and different from each other but also how God's character alters depending on interpretation of the text.



Year 4 - Our focus this half term will explore the core question: '**Where do religious beliefs come from?**' with a focus on Christianity. Children will build upon previous knowledge of how Christians celebrate, worship and live according to the stories from the Bible, such as; the creation and fall, death of Jesus and his resurrection. Year 4 will be able to make comparisons between Christian's belief, others' beliefs and their own lives, to further develop their understanding of how these can impact on Christians today. Additionally in this unit, children will look at how Christians follow authority, the teaching of the New and Old Testament and the faith people have had in the past according to the Bible and how this relates to what Christians think about how they live their own lives. This will support children to understand how Christians see the world in which they live and how they view others. In upper key stage 2, knowledge will be progressed further when children explore different interpretations of religious teachings and texts. They will gain important understanding of how not all people from the same religion act or behave in the same way (e.g. Year 6: How do religions bring peace and conflict?)

Computing

Year 3 – Connecting Computers

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

	<p>devices. Next, children's 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>Year 3 – Animation</p> <p>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>Year 4 – The Internet</p> <p>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>Year 4 – Audio Editing</p> <p>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>Art and Design</p> 	<p>Children will develop further understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas. This builds upon their learning in key stage 1 where they began to discuss the impact of significant and diverse artists on the environment around them. The children will be given the opportunity to explore and use different materials such as wire to sculpt; building on fine motor skills and expression using the inspiration of Giacometti as a source. This builds upon their prior learning from EYFS and key stage 1 where clay was used to create sculptures of penguins and relief tiles. Here they learnt to join clay using slip – this skill will be developed through creating more complex shapes in the form of the human body. Through introduction of key vocabulary, the children will be able to articulate their ideas and creative progress with oracy skills to help understanding. They will also be given the opportunity to practise accurate drawing of the whole human body with focus on elongation – building on previous learning for year 4 during their Alaa Awad unit of study.</p>
<p>Design Technology (DT)</p> 	<p>Children will learn to investigate, design and make their own pulley system based on functionality and aesthetics in response to a detailed brief. This unit will build on previous knowledge of joining and combining materials in EYFS and key stage 1 as well as using tools and different materials. They will also draw upon previous knowledge of cause and effect where they explored and made levers and sliders. This term, children will explore a range of strengthening techniques to create their frame and investigate the use of pulley systems before evaluating their suitability for making a pulley system that meets the needs of a user and fits a specific purpose. The unit will develop understanding of pulley systems. In order to make their own pulley system, the children will need to consider a design criterion that ensures that the pulley is a strong structure, has a safe basket that will keep minors safe throughout the rescue attempt. Knowledge gained in this unit will progress later in upper key stage 2 when children will make a Victorian inspired toy using cam mechanisms.</p>
<p>Physical Education (PE)</p> 	<p>Hockey</p> <p>This unit will introduce children to small-sided games of Quicksticks hockey for the first time. They will build upon prior learning from key stage 1 where they have experienced various types of small invasion and striking games. Children have prior knowledge of using space in games, listening to and following instructions and basic rules of games, experience of holding and using striking apparatus such as short tennis rackets, beginning to gain and understanding that an attacker can try to trick a defender and know that in games there can be attackers and defenders. This unit will introduce children to dribbling, passing and receiving a hockey ball for the first time. Each lesson will build upon the next so that children progress onto passing for longer distances, tackling safely and taking part in small-sided games. Children will develop their knowledge of striking and fielding games in upper key stage 2 whereby they will learn to dribble at various speeds over longer distances, defend as an individual and communicate to defend as a team and apply all knowledge to take part in full-sized games.</p>

	<p>Dance</p> <p>Linking to our overarching theme of Extreme Earth this term, this unit will provide the opportunity for children to create their own dance sequences to perform in response to stimuli related to our topic. They will build upon their knowledge gained in key stage 1 when copying and mirroring a partner's movements by performing in unison and canon with a partner and small group. They will also build upon their ability to move in time to the beat of the music by performing dynamically to songs with varying speeds with phrases that represent different stages or formations of natural disasters such as tornadoes. Greater independence will be provided for the children to create their own longer dance sequences. Knowledge will progress further later in key stage 2 when children will learn historical styles of dance (Tudors) as well as learning dance movements linked and inspired by different cultures (Bollywood).</p>
<p>Personal, social, health and economics (PSHE)</p> 	<p>Children will study communication and the behaviours that they should display to be a good listener and communicator. They will build upon their EYFS knowledge of responding to questions as part of a small group to show that they are listening. They will also build upon their knowledge from key stage 1 of working collaboratively as a small group and working with others to achieve a specific goal.</p> <p>Children will also develop their understanding of bullying, including the signs to look out for and what to do if they think they are being bullied. This will build upon EYFS and key stage 1 knowledge where they learnt about how to be a kind friend, who they can trust and began to look at friendship boundaries. This current unit will support and prepare children for moving into upper key stage 2 whereby they will look at how relationships can develop and change as they get older and cyber bullying.</p>
<p>Music</p> 	<p>Children will use this topic to consolidate the learning that has occurred during key stage 1. Children will build on their skills and knowledge of listening, appraising and performing. 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 & B music in year 3 and Pop music in 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 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. Children will learn to talk about music they hear and music they make using appropriate vocabulary. They 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>