

Subject	Autumn 1A Out and About	
	KS1	KS2
Geography	<p><b>Brazil</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.</p>	<p><b>Brazil / North/ South America</b> <b>Y3/Y4</b> - Locate the world's countries, focusing on Europe and North and South America. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <b>Y5/Y6</b> - Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.</p>
History	N/A	N/A
Science	<p><b>Materials and their properties / States of Matter</b> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p><b>Materials and their properties / States of Matter</b> <b>Y3/Y4</b> - Compare and group materials together, according to whether they are solids, liquids or gases Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 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) <b>Y5/Y6</b> - Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>

Art	<p><b>Famous Artists – 2019/2020 – Andrew Goldsworthy</b></p> <p>Describe the work of famous, notable artists and designers; Express an opinion on the work of famous, notable artists Use inspiration from famous, notable artists to create their own work and compare Ask and answer questions about starting points for their work try different materials and methods to improve Describe differences &amp; similarities between different practices &amp; disciplines, making links to own work. Use key vocab to demo knowledge and understanding: work, work of art, idea, starting point, observe, design, improve.</p>	<p><b>Famous Artists – 2019/2020 – Andrew Goldsworthy</b></p> <p><b>Y3/Y4</b> - 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 Express an opinion on the work of famous, notable artists and refer to techniques and effect Question and make observations about starting points, and respond positively to suggestions Adapt and refine ideas Use key vocabulary to demo knowledge and understanding: line, pattern, texture, form, record, detail, question, observe, refine <b>Y5/Y6</b> - Give detailed observations about notable artists', artisans' and designers' work Offer facts about notable artists', artisans' and designers' lives Offer feedback using technical vocabulary Think critically about their art and design work Use key vocab to demo knowledge + understanding: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>
DT	N/A	N/A
PE	<p><b>2019 – 2020 - Forest Schools</b></p> <p><b>Core Skills</b></p> <p>Children will have opportunities to develop fundamental movement skills – running, jumping, throwing, catching whilst exploring basic agility, balance and co-ordination They will work individually, in pairs, small groups and as a whole class.</p>	<p><b>2019 – 2020 Adventurous Activities - Ghyll Scrambling, Kayaking, Sailing, Climbing, Hill Walking)</b></p> <p><b>Core Skills</b></p> <p>Children will have opportunities to improve fundamental movement skills - running, jumping, throwing, catching in isolation and in combination They will continue to develop flexibility, strength, control and balance They will work individually, in pairs, small groups and as a whole class.</p>
Music	N/A	N/A
Computing	<p><b>Internet Safety</b></p> <p>Keeping personal information private Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p><b>Internet Safety</b></p> <p>Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour. Know a range of ways to report concerns and inappropriate behaviour.</p>