

Subject	Autumn 1B Out and About - A Big Walk (2018-19 Hadrian's Wall 2020-21 Cumbrian Way)	
	KS1	KS2
Geography	<p>Seasonal and daily weather patterns in UK – Set up year- long recording; Map reading - symbols and key</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Seasonal and daily weather patterns in UK – Set up year- long recording; Map reading - symbols and key; grid refs; 8 pts of a compass (KS2) Land use in Cumbria</p> <p>Y3 /Y4 Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Y5/Y6 Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p>
History	<p>KS1 – Sig people Cumbrians – (Beatrix Potter 2020/2021)</p> <p>Know where people and events fit within a chronological framework.</p> <p>Pupils study significant historical events, people and places in own locality.</p> <p>Know where people and events fit within a chronological framework.</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Ask and answer questions.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p>	<p>Romans (2018 -2019) Anglo Saxons (2020/2021)</p> <p>Y3/Y4 Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Establish clear narratives within and across the periods they study.</p> <p>Understand overview and depth.</p> <p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Address and devise historically valid questions about cause.</p> <p>Address and devise historically valid questions about significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses that involve thoughtful selection and organisation.</p> <p>Develop appropriate use of historical terms.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Y5/Y6 Establish clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends over time.</p> <p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>

		<p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Address and devise historically valid questions about cause.</p> <p>Address and devise historically valid questions about significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p>
Science	<p>Seasonal change – Year long recording Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies</p>	<p>Seasonal Change – Year Long recording</p>
Art	<p>Printing ask and answer questions about starting points for their work try different materials and methods to improve describe differences & similarities between different practices & disciplines, making links to own work. use key vocab to demo knowledge and understanding in this strand: work, work of art, idea, starting point, observe, design, improve. print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing design and build repeating patterns and recognise pattern in the environment create simple printing blocks for press print use key vocab to demo knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut</p>	<p>Printing 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 create printing blocks using relief or impressed method develop print techniques i.e. mono-printing, block printing, relief or impressed method create repeating patterns replicate patterns from observations use more than one colour to layer in a print use key vocab to demo knowledge and understanding: line, pattern, texture, colour, shape, block printing, ink, polystyrene printing tiles, inking rollers.</p>
DT	N/A	N/A

PE	<p>Forest Schools / Core Skills 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>Outdoor Ed – A Big Walk (2018/2019 Hadrian’s Wall 2020/2021 – Cumbrian Way Core Skills 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>Recognise common uses of ICT beyond school - The Internet Use technology safely and respectfully. 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>Recognise common uses of ICT beyond school - The Internet Email Understand computer networks including the internet. Understand how networks can provide multiple services, such as the world wide web. Appreciate how search results are selected and ranked. Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour. Know a range of ways to report concerns and inappropriate behaviour.</p>