

Subject	Autumn 2A Victorians	
	KS1	KS2
Geography	N/A	N/A
History	<p>Significant people (2019/2020 – Queen Victoria and Prince Albert) Study the lives of significant individuals who contributed to national and international achievements.</p>	<p>Victorian Inventors Develop chronologically secure knowledge and understanding of British, history. Establish clear narratives within and across the periods they study. Address and devise historically valid questions about change, similarity and difference. Address and devise historically valid questions about cause. Address and devise historically valid questions about significance.</p>
Science	<p>Light</p>	<p>Light Y3/Y4 - Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change Y5/Y6 - Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>
Art	<p>Pencil Drawings (2019/2020 – Portraits of Victoria and Albert) Experiment with and control marks made with different pencils Investigate tone by drawing light/dark lines, patterns and shapes</p>	<p>Pencil Drawings (2019/2020 – Portraits of Victoria and Albert) Y3/Y4 - Experiment with showing line, tone and texture with different hardness of pencils Use shading to show light and shadow effects; show an awareness of space when drawing Use key vocab to demo knowledge and understanding: portrait, light, dark, tone, shadow, line</p>

	Use key vocab to demo knowledge and understanding in this strand: Portrait, line drawing, detail	Y5/Y6 - Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching Use key vocab to demo knowledge and understanding in this strand: blend, mark, hard, soft, light, heavy,
DT	<p>Cars</p> <p>Use their knowledge of existing products and their own experience to help generate their ideas</p> <p>Explain how their products will look and work through talking and simple annotated drawings</p> <p>with help, measure and mark out</p> <p>cut, shape and score materials with some accuracy</p> <p>begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations</p> <p>talk about their design ideas and what they are making as they work, start to identify strengths and possible changes they might make to refine their existing design</p> <p>evaluate their products and ideas against their simple design criteria</p> <p>explore and create products using mechanisms, such as wheels.</p>	<p>Victorian Fairground Rides</p> <p>Use their knowledge of a broad range of existing products to help generate their ideas</p> <p>Explain how particular parts of their products work</p> <p>Use annotated sketches and cross-sectional drawings to develop and communicate their ideas</p> <p>When designing, explore different initial ideas before coming up with a final design</p> <p>When planning, start to explain their choice of materials and components including function and aesthetics</p> <p>With growing confidence, carefully select from a range of tools and equipment, explaining their choices</p> <p>Select from a range of materials and components according to their functional properties and aesthetic qualities</p> <p>Place the main stages of making in a systematic order</p> <p>With growing independence, measure and mark out with accuracy</p> <p>Cut, shape and score materials with some degree of accuracy</p> <p>Assemble, join and combine material and components with some degree of accuracy</p> <p>Evaluate their product against their original design criteria</p> <p>Understand that materials have both functional properties and aesthetic qualities</p> <p>Use mechanical systems in their products</p>
PE	<p>Gymnastics / Team Games</p> <p>Children investigate movement, stillness, and how to find and use space safely.</p> <p>They explore basic gymnastic actions and basic vault apparatus.</p> <p>They copy or create, remember and repeat, simple sequences</p>	<p>Gymnastics / Team Games</p> <p>Y3/Y4 Children focus on improving the quality of their movement, e.g. by stretching fingers and pointing toes, to help them produce tension and extension.</p> <p>They plan and perform sequences of contrasting actions, and develop flow by linking actions smoothly and planning variations in speed.</p> <p>The children will learn more advanced moves</p>

	<p>Children develop basic game-playing skills, in particular throwing and catching.</p> <p>They have an opportunity to play competitive sports one against one, one against two and one against three</p> <p>Children have the opportunity to be physically active for sustained periods of time.</p>	<p>Children use their knowledge of compositional principles, e.g. how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus, to develop sequences that show an awareness of their audience.</p> <p>Children demonstrate increased flexibility, strength, technique, control and balance.</p> <p>Y5/Y6 Children learn how to outwit their opponents and score when playing invasion games.</p> <p>Children play competitive games, modified so appropriate eg tennis, netball and football.</p> <p>They develop skills in finding and using space to keep the ball.</p> <p>They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills.</p> <p>Children learn simple attacking tactics using a range of equipment and skills, and start to think about how to organise themselves to defend their goals.</p> <p>Children develop skilful attacking and team play.</p> <p>They learn how to work well as a team when attacking, and explore a range of ways to defend.</p> <p>Children have a good understanding of the rules played in each sport e.g. High 5 Netball, Tag rugby, Kwik Cricket and begin to apply tactics to outwit their opponents.</p> <p>Children demonstrate a greater awareness of good sportsmanship, fairness and respect whilst playing sport.</p>
Music	Using Voices expressively – Christmas Songs	Using Vices Expressively – Christmas Songs
Computing	N/A	N/A