

Subject	Autumn 2B Railways	
	KS1	KS2
Geography	<p><b>Geographical vocab - human features; maps</b> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p><b>Geographical vocab - human features; maps</b> <b>European Country (France)</b> <b>Y3/Y4</b> Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. <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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
History	<p><b>Significant people – (Brunel 2020 – 2021)</b> Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later. Pupils study events beyond living memory that are significant nationally or globally. Pupils study significant historical events, people and places in own locality Know where people and events fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Study changes within living memory. Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements. Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.</p>	<p><b>Significant people – (Brunel 2020 – 2021)</b> <b>Y3/Y4</b> Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth. Develop chronologically secure knowledge and understanding of British, local and world history Address and devise historically valid questions about cause. Address and devise historically valid questions about significance. <b>Y5/Y6</b> Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content Develop chronologically secure knowledge and understanding of British, local and world history Address and devise historically valid questions about cause. Address and devise historically valid questions about significance. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources.</p>

Science	<p><b>Electricity</b></p>	<p><b>Electricity</b>  <b>Y3/Y4</b> Identify common appliances that run on electricity  Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  Recognise some common conductors and insulators, and associate metals with being good conductors  Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery  Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  <b>Y5/Y6</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit  Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches  Use recognised symbols when representing a simple circuit in a diagram</p>
Art	N/A	N/A
DT	<p><b>Bridges</b>  explain how their products will look and work through talking and simple annotated drawings;  begin to select from a range of hand tools and equipment  with help, measure and mark out  cut, shape and score materials with some accuracy  assemble, join and combine materials, components  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  evaluate their products and ideas against their simple design criteria  build simple structures, exploring how they can be made stronger, stiffer and more stable;</p>	<p><b>Bridges</b>  explain how particular parts of their products work  use annotated sketches and cross-sectional drawings to develop and communicate their ideas  when designing, explore different ideas before coming up with final design  place the main stages of making in a systematic order  learn to use a range of tools &amp; equipment safely, appropriately and accurately  use a wider range of materials &amp; components, including construction materials + kits  with growing independence, measure and mark out accurately  cut, shape and score materials accurately  assemble, join and combine material and components accurately  consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps improve  evaluate their product against their original design criteria  apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products</p>

PE	<p><b>Gymnastics / Team Games</b>  Children investigate movement, stillness, and how to find and use space safely.  They explore basic gymnastic actions and basic vault apparatus.  They copy or create, remember and repeat, simple sequences</p> <p>Children develop basic game-playing skills, in particular throwing and catching.  They have an opportunity to play competitive sports one against one, one against two and one against three  Children have the opportunity to be physically active for sustained periods of time.</p>	<p><b>Gymnastics / Team Games</b>  Children investigate movement, stillness, and how to find and use space safely.  They explore basic gymnastic actions and basic vault apparatus.  They copy or create, remember and repeat, simple sequences  Children have the opportunity to be physically active for sustained periods of time.  <b>Y3/Y4</b> Children focus on improving the quality of their movement, e.g. by stretching fingers &amp; pointing toes, to help produce tension and extension.  They plan and perform sequences of contrasting actions, and develop flow by linking actions smoothly and planning variations in speed.  Learn more advanced moves  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.  Children demonstrate increased flexibility, strength, technique, control and balance.  <b>Y5/Y6</b> Learn how to outwit their opponents and score when playing invasion games.  Play competitive games, modified so appropriate eg tennis, netball and &amp; football  Develop skills in finding and using space to keep the ball.  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.  Learn simple attacking tactics using a range of equipment and skills, and start to think about how to organise themselves to defend their goals.  earn how to work well as a team when attacking, and explore a range of ways to defend.  Have a good understanding of the rules played in different sports <i>e.g. High 5 Netball, Tag rugby, Kwik Cricket</i> and begin to apply tactics to outwit opponents.  Children demonstrate a greater awareness of good sportsmanship, fairness and respect whilst playing sport.</p>
Music	Using voices expressively	Using voices expressively
Computing	N/A	N/A