Dringhouses Primary School

Mayan Mystery!

The plan below details the theme, **key areas of learning, National Curriculum objectives** (linked to the **skills progression** for each subject area) that children will cover in the **Autumn term 2018** by subject area. Where a subject is being linked into the main theme for that term, it will be linked by colour.

Subject	**LKS2**	**UKS2**
History	• understand historical concepts such as continuity and change, cause and consequence, similarity and difference. • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain and deploy a historically grounded understanding of abstract terms such as, 'civilization', • know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; characteristic features of past non-European societies	• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain and deploy a historically grounded understanding of abstract terms such as , 'civilization', • know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
Geography	• identify the position and significance of the Equator N and S hemisphere. • locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key	• identify the position and significance of latitude, longitude the Equator, Northern & southern Hemisphere, the tropics of cancer and Capricorn.

	physical and human characteristics, countries, and major cities. • understand geographical similarities and differences through the study of human and physical geography of a region South America. Describe and understand key aspects of: • physical geography, including: climate zones, mountains, volcanoes and earthquakes. • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	• locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • understand geographical similarities and differences through the study of human and physical geography of a region South America. Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes. • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Art/Design	<u>Exploring and developing ideas including (sketchbooks) – ongoing</u> • to select and record from first hand observations, experience and imagination and explore ideas for different purposes. • to question and make thoughtful observations about starting points and select ideas to use in their work. • to learn about great artists, architects and designers in history <u>Evaluating and developing work (sketchbooks) – ongoing</u> • Compare methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further.	<u>Exploring and developing ideas (sketchbooks) – ongoing</u> • to select and record from first hand observations, experience and imagination and explore ideas for different purposes. • to question and make thoughtful observations about starting points and select ideas to use in their work. • to learn about great artists, architects and designers in history <u>Evaluating and developing work (sketchbooks) – ongoing</u> • Compare methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbooks

	• Annotate work in sketchbooks <u>Drawing – ongoing</u> • to improve their mastery of art and design techniques in drawing with a range of materials <u>Painting – ongoing</u> • to improve their mastery of art and design techniques in painting with a range of materials <u>Know about great artists, architects and designers in history</u> • Discuss and evaluate their own and others' work • Respond to the work of other artists <u>Focus - sculpture</u> • Create surface patterns and textures in a malleable material <u>Mini Focus – printing</u> • Create printing blocks using a relief or impressed method		<u>Drawing – ongoing</u> • to improve their mastery of art and design techniques in drawing with a range of materials • to work from a variety of sources including observation, photographs and visual images <u>Painting – ongoing</u> • to improve their mastery of art and design techniques in painting with a range of materials <u>Know about great artists, architects and designers in history</u> • Discuss and evaluate their own and others' work • Respond to the work of other artists <u>Focus - sculpture</u> • Produce intricate patterns and textures in a malleable media • Use recycled, natural and man- made materials to create sculpture, with thought being given to joining techniques, and ways to display the piece	
Computing	<u>Autumn 1- Research Digital Literacy (word processing and digital imagery</u> -Know that there are different search engines and be able to choose which one to use. -Skim read information and modify.	<u>Autumn 2 Data Handling</u> -Use ICT to organise, present, analyse and interpret data appropriately into graphs, tables, diagrams and charts. -Understand that using ICT makes it easier to find answers to questions. -Make a branching database.	<u>Autumn 1- Research</u> -Choose search engines to search information. -Use a range of strategies to find information. -Check accuracy of information. -Use the origin of information, web address, and author, to help make a	<u>Autumn 2 Data Handling</u> -Understand that different programs present and examine data in different ways. Understand there are different ways of errors of finding data. -Discuss and explore the use of ICT to sort, organise and classify objects.

	-Understand that websites are not always useful or accurate. -Use key words to find relevant information. -Discuss different search engines and their features. -Record information in digital or analogue format. -Use appropriate information to present findings for an audience. -Present my findings using a word processing or multi-media/publisher package.	-Research a question and enter data into my branching database. -Understand difference and similarities between branching and standard databases. -Test predictions I have made using data I have obtained,	decision about whether information is trustworthy. -Understand what plagiarism means. -Know the impact of using fake information. -Produce formal or informal messages that are appropriate to the task. -Choose suitable software. -Process and present information considering the intended audience. -Locate, save and import pictures, text, video and sound into another document appropriate to the task	-Use ICT to create and modify charts and tables quickly and easily. -Create a simple database to store and search relevant information. -Discuss how ICT enables you to search and sift through large amounts of information. -Collect data using an online quiz, survey or poll. -Design questions using key words to search a large database. -Add to a data base and recognise the need for accuracy.
RE	See York agreed syllabus			
Science	See Kent scheme			
DT	<u>Design - ongoing</u> • Recognise their designs have to meet intended audience needs • Communicate ideas in different ways – discussion/labelled sketches/lists/ICT • Plan a simple sequence of actions • Shape, assemble and rearrange a range of materials and components to model ideas. • Consider purpose, appearance and conservation <u>Evaluate – ongoing</u>		<u>Design - ongoing</u>	

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Evaluate, disassemble and analyse a range of existing products
Evaluate their products against design criteria (purpose, appearance, conservation of materials)
Consider the views of others to improve their work
To learn about great designers and inventors and how they have changed the world

<u>Making</u>

Use simple cutting, joining, shaping and finishing techniques

<u>Technical Knowledge</u>

Investigate and use electrical circuits incorporating switches, bulbs and buzzers

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Recognise their designs have to meet intended audience needs
Collect information from a number of different sources to help with design ideas
Communicate ideas in different ways; discussion, annotated sketches, scale drawings, CAD, exploded diagrams, prototypes and pattern pieces
Sketch/model alternative ideas
Develop step-by-step plans and modify them as appropriate through discussion, drawing and modelling
Consider costs and availability of materials

<u>Evaluate – ongoing</u>

Evaluate and analyse a range of existing products made by
themselves and others
Evaluate their ideas, plans and products against the design criteria (purpose, appearance, reliability, safety, cost, availability of materials)
Test and evaluate their work as it develops, making adjustments when necessary
Consider the views of others to improve their work
To learn about great designers and inventors and how they have changed the world

<u>Making</u>

Use simple cutting, joining, shaping and finishing techniques accurately
Use materials with awareness of conservation

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<td>PE</td>
<td><u>Class Teacher</u>
Autumn 1 – Netball</td>
<td><u>Total Sport</u>
Autumn 1 – Football</td>
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	Participate in team games – developing simple tactics for attacking and defending. Autumn 2 – Hockey Vary dynamic, speed, direction and level of movement.	Participate in team games – developing simple tactics for attacking and defending. Autumn 2 – Gymnastics Can perform a basic log, tuck and roll. Plan and perform a movement sequence showing contrasts in speed, level and direction.	Participate in team games – applying basic principles suitable for attacking and defending. Autumn 2 – Hockey Vary dynamic, speed, direction and level of movement whilst confidently dribbling.	Participate in team games – applying basic principles suitable for attacking and defending. Autumn 2 – Gymnastics Perform a competent forward roll, log roll, tuck roll, shoulder roll and curled roll. From observing others, begin to describe constructively how to refine, improve and modify performance.
PSHCE	<u>Living in the Wider World</u> See PSHCE Long Term Plan		<u>Living in the Wider World</u> See PSHCE Long Term Plan	

Computing	<u>Spring 1- E-safety</u> -Use age appropriate search engines. -Protect personal data when doing things online. -Respect the ideas and communications of others encountered online. -Understand the need to keep information private. -Know how to respond to unpleasant communications. -Report any concerns to an adult.	<u>Spring 2-Visual media</u> -Choose and use suitable software packages to create, develop, edit and present my ideas for a specific audience. -Combine a mixture of tasks, and graphics and sound to share my ideas and learning. -Understand the importance of peer evaluation and use peer and self-evaluation. -Use video editing software to make simple edits to capture/store video.	<u>Spring 1- E-safety</u> -Understand the responsibility of publishing online. -Discuss and develop personal rules to keep me safe when using the internet. -Explain how I would respond to an online request for my personal details. -Respects the rights of other users. -Understand the importance of appropriate online behaviour (cyber bullying)	<u>Spring 2- Visual media</u> -Generate, amend and combine visual media from different resources for a specific audience. -Evaluate and improve my work as part of a design process. -Choose appropriate software, techniques and features appropriate to task and audience. -Create a movie including still images, video and sound and add suitable titles and transitions. -Consider lighting, positioning and angles.

				-Use appropriate technical language such as pan, close up and zoom.
RE	See York agreed syllabus			
Science	See Kent scheme			
DT	<u>Design - ongoing</u> • Recognise their designs have to meet intended audience needs • Communicate ideas in different ways – discussion/labelled sketches/lists/ICT • Plan a simple sequence of actions • Shape, assemble and rearrange a range of materials and components to model ideas. • Consider purpose, appearance and conservation <u>Evaluate – ongoing</u> • Evaluate, disassemble and analyse a range of existing products • Evaluate their products against design criteria (purpose, appearance, conservation of materials) • Consider the views of others to improve their work • To learn about great designers and inventors and how they have changed the world		<u>Design - ongoing</u> • Recognise their designs have to meet intended audience needs • Collect information from a number of different sources to help with design ideas • Communicate ideas in different ways; discussion, annotated sketches, scale drawings, CAD, exploded diagrams, prototypes and pattern pieces • Sketch/model alternative ideas • Develop step-by-step plans and modify them as appropriate through discussion, drawing and modelling • Consider costs and availability of materials <u>Evaluate – ongoing</u> • Evaluate and analyse a range of existing products made by • themselves and others • Evaluate their ideas, plans and products against the design criteria (purpose, appearance, reliability, safety, cost, availability of materials) • Test and evaluate their work as it develops, making adjustments when necessary	

			• Consider the views of others to improve their work • To learn about great designers and inventors and how they have changed the world Technical Knowledge • Investigate more complex structures and find ways to support, reinforce and strengthen them Investigate and use electrical circuits, incorporating switches, bulbs, buzzers and motors	
PE	Class Teacher Spring 1 – Basketball Bounce a ball on the spot with consistency. Spring 2 – Tri-golf Compete in a range of increasingly challenging situations.	Design - ongoing • Recognise their designs have to meet intended audience needs • Collect information from a number of different sources to help with design ideas • Communicate ideas in different ways; discussion, annotated sketches, scale drawings, CAD, exploded diagrams, prototypes and pattern pieces	Class Teacher Spring 1 – Basket Ball Can travel in different directions bouncing a ball with control. Spring 2 – Tri-golf Can travel in different directions bouncing a ball with control.	Total Sport Spring 1 – Tag-Rugby Develop an understanding of how to improve in physical activities and sport. Spring 2 – Dance Develop longer and more varied movement sequences demonstrating smooth transitions between actions.

		• Sketch/model alternative ideas • Develop step-by-step plans and modify them as appropriate through discussion, drawing and modelling • Consider costs and availability of materials <u>Evaluate – ongoing</u> • Evaluate and analyse a range of existing products made by • themselves and others • Evaluate their ideas, plans and products against the design criteria (purpose, appearance, reliability, safety, cost, availability of materials)		

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		buzzers and motors		
PSHCE	Health and Wellbeing See PSHCE Long Term Plan		Health and Wellbeing See PSHCE Long Term Plan	