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|  | **LKS2 The Great War: Theme Content** |
| **Core Subjects** |  | **Personal Development** |  | **Foundation Subjects** |
| **English** | **Spiritual** | **History and Geography** |  | **Music** |
| **Diary** – life in England before going to war; life in the trenches **Debate** – should we go to war? I**nstructions** – how to dress in Uniform**Narrative** – children in England waiting for their parent to come home including what life was like for children (games, food, school) | Reflect on the lives of others around the world through drama/dance/music.Recognise their own creativity when experimenting with a range of ingredients and planning their work.Explain some of the religious practices of individuals. Caring for others– The Green Cross Code. Ensuring that children are safe.  | **History**Place events from periods studied on a time line. Use terms related to the period and begin to date events. Identify key features and events. Offer a reasonable explanation for some events. Look at evidence available to make interpretations. Use evidence to build up as picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Work independently and in groups.**Geography**Use geographical language to describe a route and/or direction. Draw an accurate map developing a more complex key.Use contents/index to locate position of location including page and coordinates.Ask geographical questions. | Autumn 1: In the GrooveAutumn 2Sing in tune with awareness of others. Play notes on instruments with care so they sound clear. Perform with control and awareness of what others in the group are singing or playing.Recognise and create repeated patternsCompare music and express growing tastes in music. Begin to describe the different purposes of music throughout history |
| **Moral** |
| Why is it important to respect different cultures and their traditions? How should we be respectful?  |
| **Maths** | **Social** | **Art and Design and Design and Technology** | **Languages** |
| **Autumn 1****Year 3:** Place Value**Year 4:** Place Value**Autumn 2****Year 3:** Addition and subtraction**Year 4:** Addition, subtraction, multiplication and division  | Children will communicate and negotiate with others through their collaborative learning in pairs and small groups.Mental HealthInternet Safety | **Art and Design**Work in a safe, organised way, caring for equipment. Adapt work as and when necessary and explain why. Use language appropriate to skill and technique. Have opportunities to develop further drawings featuring the third dimension and perspective. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.Mix colour, shades and tones with increasing confidence.**Design and Technology**Generate ideas, considering the purposes for which they are designingMake labelled drawings from different views showing specific features Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail Select appropriate tools and techniques for making their product Join and combine materials and components accurately in temporary and permanent ways Evaluate their work both during and at the end of the assignment Evaluate their products carrying out appropriate tests  | Understand a few familiar spoken words and phrases, such as days of the week and numbers.Children will be able to say and repeat simple words and short simple phrases, such as greeting someone, saying please and thank you and days of the week. Children will be able to recognise and read out a few familiar words and phrases, such as the date.Children will be able to write and copy simple sentences correctly, such as numbers and days of the week. |
| **Science** | **Cultural** | **Religious Education** |
| **Light**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 shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change.**States of matter**Compare and group materials together, according to whether they are solids, liquids or gases 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) **Electricity**Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers | Reflect on the way that cultures are represented in stories.Recognise similarities and differences between and within cultures of other countries over time.Experience the significance of music from other cultures. | What is the ‘Trinity’ and why is it important to Christians?What do Hindus believe God is like? |
| **RSE** | **Computing** | **Physical Education** |
| Year 3:To understand how infection can spread.To understand how to prevent the spread of infection through good personal hygiene practices.Year 4:To understand that most common infections get better on their own through time, bed rest intake of fluids and healthy living.To understand that antibiotics should be taken only as prescribed. | To be able to use computers safely and responsibly; knowing a range of ways to report unacceptable content and contact when online.Understands the concept of ‘digital footprint’ To be able to choose a ‘sprite’.To be able to customise ‘costumes’.To be able to program costume to change when mouse is clicked.To be able to import a background.To be able to test and evaluate the code/programming. | Autumn 1Target GamesHealth related fitnessAutumn 2Tag RugbySwimming |