



UNDERSTANDING THE WORLD

Working scientifically UKS2

- sc80 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- sc81 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- sc82 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- sc84 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Properties and changes of materials UKS2

- sc90 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- sc91 use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- sc93 demonstrate that dissolving, mixing and changes of state are reversible changes

- sc94 explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Forces UKS2

- sc99 explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- sc100 identify the effects of air resistance, water resistance and friction, that act between moving surfaces

Light UKS2

- sc110 recognise that light appears to travel in straight lines
- sc111 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
- sc112 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
- sc113 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

EXPRESSIVE ARTS AND DESIGN

UKS2

- mu23 I can sing in a group, or on my own, with expression, awareness of others and in tune
- mu24 I can play instruments with accuracy and control
- mu25 I can play instruments with fluency and expression to reflect the intentions of the music
- mu26 I can compose pieces of music for a specific purpose, choosing and combining sounds to achieve the effect I desire.

- mu27 I can compose pieces of music using the dimensions and elements of music expressively
- mu28 I can listen carefully and perform accurately from memory
- mu31 I can describe, compare and evaluate different kinds of music
- mu33 I can talk about some famous composers and musicians and express my opinions of their music using appropriate vocabulary



OUTDOOR LEARNING

Shadow Puppetry

Children will be reenacting simple fairytales using shadow puppets. They will use natural materials to create their shadow puppets, and learn how to bind materials to build their own shadow puppet theatre.

Oak - Eureka!

Science

Children will learn about shadows and reflections. They will investigate factors that can alter the length of shadows, and the albedo of materials measured in lux. Children will also learn about how light travels, the different parts of the human eye and how we see things.

Properties and Changes of Materials
Children will consolidate their learning of states of matter including understanding the basic structure of solids, liquids and gases. They will then investigate "Does the colour of the jelly affect the rate at which it dissolves?" Children will also learn about reversible and irreversible changes (using gingerbread).

Forces

Children will focus their learning on oppositional forces (upthrust and air resistance), although they will consolidate their knowledge of gravity first. Children will conduct investigations related to upthrust and air resistance.

Sound

Children will look at how sound travels and how sound can be prevented from entering the ear. They will investigate ways that they can prevent sound by muffling. Children will then focus on what happens when sound enters the ear, identifying the workings of the inner ear.

Children will be using light sensors and decibel readers during their scientific investigations. They will also be presenting their work in a variety of ways.

Children will learn French vocabulary related to Christmas, and try to learn a Christmas carol in French.

Children will be taking part in weekly multi-skills sessions run by a coach from NIOS-SP.
Children will be taught gymnastics skills weekly by Jack, the sports coach from Club Energy.

PSED
Children will be involved in an NSPCC Assembly and workshop where they will learn about different types of contact between adults and children, and children and their peers. They will also focus on different types of abuse, possible warning signs and signposted help.

British Value:
Mutual respect for and Tolerance of those with different faiths and beliefs, and for those without faith. This will be covered during our RE work relating to Christmas and the importance of light in religion.

MATHEMATICS AND COMPUTING

UKS2

- co44 I can use a variety of digital devices (including the internet) to create programs to collect, analyse and evaluate data

- co45 I can use a variety of software to present data and information (including combining images and text, multi-media presentations and data-bases)

COMMUNICATION AND LANGUAGE

UKS2

- fl1 I can understand what is being said to me and respond correctly
- fl2 I can sing songs and say poems in another language and know what the words mean

- fl4 I can speak in grammatically correct sentences
- fl5 I can pronounce words correctly so that I am understood

PHYSICAL EDUCATION

UKS2

- pe11.1 I can explain how developing my skills separately has improved my performance in team games

- pe13.1 I can perform fluent gymnastics sequences to demonstrate my control and balance

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens UKS2

- pa33 Be able to lead discussions and debates about wider issues (aware of different roles, rights and responsibilities).

- ph21 Begin to make choices and decisions about issues affecting their health and well being.
- ph22 Decide how to behave responsibly.

PSED Developing a healthy, safer lifestyle UKS2

- ph20 To recognise and judge what kind of physical contact is acceptable or unacceptable.

- PSED Developing good relationships and respecting the differences between people UKS2**
- pr31 Be aware of different types of relationships.
 - pr32 Recognise and challenge stereotypes.