

# Year 2, 3 & 4 - Autumn 2, 2021



How have the UK's most significant Geographical features changed over time?



## Impact

By the end of this unit children will:

Throughout this unit, children will gain a curiosity and fascination about the United Kingdom by providing children with opportunities to investigate and make enquiries about their local area, they will have the opportunity to develop a real sense of who they are, their heritage and what makes our country unique and special. Children will understand geographical similarities and differences through the study of both human and physical Geography.

## Intent

"The joys and the hopes, the griefs and the anxieties of the men of this age, especially those who are poor or in any way afflicted, these are the joys and hopes, the griefs and anxieties of the followers of Christ." Gaudium et Spes – "The Joys and Hopes" paragraph 1, (1965) Through the delivery of this unit children will explore the inequalities of humanity and how many people live without basic human rights. They will use their privilege and voice to raise awareness and campaign for the lives of their fellow brothers and sisters.

## Building the Kingdom

### Big Question:

**Is change always for the better?**

**Further questions to explore:**

**Is water crucial to our existence?**

**Will our water ever run out?**

## Catholic Social Teaching

Solidarity and the Common Good We are one human family, global citizens called to be peacemakers. We will look at how our community has been cared for in the past and how we can ensure that we continue to care for it.

# Key enquiry question: knowledge and skills

Core Subjects	Foundation subjects
<b>Religious Education</b>	<b>Geography</b>
<p><b><u>Advent/Christmas</u></b></p> <ul style="list-style-type: none"><li>• Ask and respond to questions about their own and others' experiences and feelings about visitors.</li><li>• Ask questions about what they and others wonder about the joys and demands of visitors and why they might feel like that and realise that these questions are difficult to answer</li><li>• Make links to show how feelings and beliefs affect how they prepare for and receive visitors.</li><li>• Retell stories about Jesus' birth.</li><li>• Describe how Christians use Advent as a time to reflect on their own lives</li></ul>	<p>Locational Knowledge:</p> <ul style="list-style-type: none"><li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying</li><li>• human and physical characteristics, key topographical features (including hills, mountains, coasts and</li><li>• rivers), and land-use patterns</li><li>• understand how some of these aspects have changed over time</li></ul> <p>Physical Geography</p> <ul style="list-style-type: none"><li>• Describe and understand key aspects of physical geography including rivers, mountains and the water cycle</li></ul> <p><b>DT</b></p> <p><b><u>Cooking and Nutrition</u></b></p> <ul style="list-style-type: none"><li>• understand and apply the principles of a healthy and varied diet</li><li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li><li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and process</li></ul>

# Key enquiry question: knowledge and skills

Core Subjects	Foundation subjects
<b>English</b>	<b>Computing</b>
<p><u>Pie Corbett's StoryScarab</u></p> <ul style="list-style-type: none"><li>● Introduce a time slip forwards or backwards to take the reader to a different time or place.</li><li>● Vary the length of sentences for effect.</li><li>● Use effective description of a setting and how it impacts on a character to show how a character is feeling.</li><li>● Accurately punctuate sentences with punctuation appropriate to their year group.</li><li>● Paragraph writing to signal a change in time, place or person.</li></ul>	<p><u>Computing systems and networks</u></p> <ul style="list-style-type: none"><li>● To recognise the parts of a computer and how technology is controlled.</li><li>● To explore and understand the different types of computers and the role that they play.</li><li>● To create a design for an invention.</li><li>● Introduction to the concept of networks, learning how devices communicate.</li><li>● Identify components, learning how information is shared and exploring examples of real life networks.</li></ul>

# Key enquiry question: knowledge and skills

Core Subjects	Foundation subjects
<b>Maths</b>	<b>French</b>
<p><b>Measure</b>            Year 2-Choose and use appropriate standard units to estimate and measure length/height in any direction; mass; temperature; capacity to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels            Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>            Find different combinations of coins that equal the same amounts of money</p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Measure using appropriate tools and units.</li> <li>• Begin to use a wider range of measurements and sometimes use mixed units.</li> <li>• Begin to scale measurements.</li> <li>• To become fluent in recognising the value of coins.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• To convert between different units of measurement.</li> </ul>	<p>To be able to present myself to others in a conversation.            To be able to introduce the family</p> <p><b>PE</b></p> <p><u><b>Dance</b></u></p> <p><u><b>Year3/4</b></u></p> <p>To create actions in response to a stimulus and move in unison with a partner.            Be able to repeat, remember and perform a dance phrase.            Use counts to keep in time with a partner and group.            Use dynamic and expressive qualities in relation to an idea.            Use transition and changes of timing to move into and out of shapes.</p>

# Key enquiry question: knowledge and skills

Core Subjects	Foundation subjects
<b>Science</b>	<b>Design Technology</b>
<p><b>Electricity</b></p> <ul style="list-style-type: none"><li>● Identify common appliances that run on electricity.</li><li>● Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li><li>● 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.</li><li>● Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li><li>● Recognise some common conductors and insulators, and associate metals with being good conductors.</li></ul>	<ul style="list-style-type: none"><li>● Background research - explore context and existing products</li><li>● Design criteria - understand their intended users and their own products</li><li>● Planning - communicate ideas and create prototypes for new products</li><li>● Making - select the tools and apply the practical skills and techniques</li><li>● Evaluation - Refer to planning and initial ideas in evaluating their product</li></ul> <p><b>PSHE</b></p> <p>That emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; What emotional well-being means; Positive actions help emotional well-being (beauty, art, etc. lift the spirit); Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest). To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. Some behaviour is wrong, unacceptable, unhealthy and risky; Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.</p>