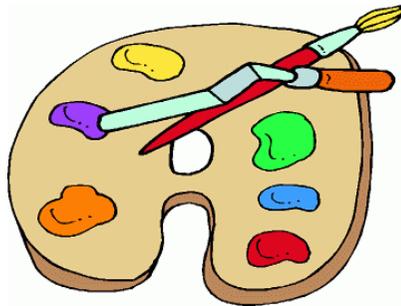


The Natural World Key Stage 2



Areas of Learning

As Geographers children will review and develop their knowledge of the world with a lesson focusing on The Commonwealth and maps. They will continue to broaden their knowledge of other countries studying interdependence, particularly focusing on Fairtrade and sustainable fisheries. Using atlases and digital maps they will plan a trip of a lifetime detailing human and physical geography in the chosen area. They will study land use in coastal regions, be involved in fieldwork activities and compare different UK coastal regions. Linking with their study of rainforest habitats in science, they will learn about Brazil in geographical terms.

As Scientists Over the course of the term, children will develop a deeper knowledge of the classification system. They will look at both the plant and the animal kingdom. They will become botanical illustrators and by careful observation, practical activities and the study of scientists in this field, will develop an understanding of the various ways plants reproduce. They will also cover lifecycles within the animal kingdom, particularly focusing on insects, reptiles and birds. Later on in the term, there will be an opportunity for pond dipping, using identification keys. They will look at coastal and rainforest habitats learning about the array of life these support and the impact of human activity.

As Artists and Designers Children will take inspiration from the Greats and will study the work of Rousseau create landscapes using watercolour and acrylics. They will engage in open-air painting at Wyndham Park. They will develop Impressionist style coastal pictures. As designers, they will work with wood and textiles to create frames and wall hangings.

As Musicians children will sing songs in different languages. They will develop skills for creating musical composition, perfect their pitch with singing and harmonising and consolidate their knowledge of musical notation through the topics of recycling, the environment and communication. They will perform at an end of term recital.

As Speakers of other languages children will develop conversation skills in French and learn grammatical conventions used in writing. The topic will incorporate new vocabulary for describing places and giving directions. After half term, there will be chance for children to develop their cooking skills as they embark on the study of French cuisine.

As members of the community, children will engage with lessons on air pollution, environmental destruction, floods and droughts and recycling in the first half of term. After the midterm break, they will discuss relationships, empathy and understanding, shyness and take part in tasks focusing on self-esteem.

Confident individuals		Responsible Citizens	
Enterprise	Enrichment	Spiritual & Moral	Communities
Bastille Day celebration	River walk – pond dipping Visit to Skegness point linked to science and geography. Open air painting – Wyndham Park Athletics awards	Looking after/respecting living thing – nature code of conduct Investigating bugs/plants without damaging them KS2 Assembly – Caring for nature	Mini Tennis competition Cross country competition Hockey competition Music recital

Geography Key Objectives	Milestone 2	Milestone 3
To investigate places	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>
To investigate patterns	Describe geographical similarities and differences between countries.	<p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>
To communicate geographically	<p>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>human geography, including: settlements and land use.</p>	physical geography , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
Science Key Objectives	Milestone 2	Milestone 3

<p>To work scientifically</p>	<p>Ask relevant questions. Set up simple practical enquiries & comparative & fair tests. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. Identify differences, similarities or changes related to simple, scientific ideas and processes. Use straightforward, scientific evidence to answer questions or to support their findings</p>	<p>Plan enquiries, including recognising and controlling variables where necessary. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. Take measurements, using a range of scientific equipment, with increasing accuracy and precision. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. Present findings in written form, displays and other presentations. Use test results to make predictions to set up further comparative and fair tests. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</p>
<p>To investigate living things</p>	<p>Recognise that living things can be grouped in a variety of ways. Explore and use classification keys. Recognise that environments can change and that this can sometimes pose dangers to specific habitats Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe how living things are classified into broad groups according to common observable characteristics. Give reasons for classifying plants and animals based on specific characteristics.</p>
<p>Art Key Objectives and design technology key objectives</p>	<p>Milestone 2</p>	<p>Milestone 3</p>
<p>To develop ideas</p>	<p>Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketchbook. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</p>

To master techniques painting	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. Shape and stitch materials. Use basic cross-stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric.</p>	<p>Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.</p>
To take inspiration from the greats (classic and modern)	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.
To master practical techniques - Textiles	<ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. 	<ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).
To master techniques - construction	<p>Choose suitable techniques to construct products or to repair items.</p> <p>Strengthen materials using suitable techniques.</p>	<p>Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</p>
French/MFL	Milestone 2	Milestone 3
To read fluently	<p>Read and understand the main points in short written texts.</p> <p>Read short texts independently.</p> <p>Use a translation dictionary or glossary to look up new words.</p>	<p>Read and understand the main points and some of the detail in short written texts.</p> <p>Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <p>Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</p> <p>Show confidence in reading aloud, and in using reference materials.</p>

To write imaginatively	<p>Write a few short sentences using familiar expressions.</p> <p>Express personal experiences and responses.</p> <p>Write short phrases from memory with spelling that is readily understandable</p>	<p>Write short texts on familiar topics.</p> <p>Use knowledge of grammar to enhance or change the meaning of phrases.</p> <p>Use dictionaries or glossaries to check words.</p>
To understand the culture of the countries in which the language is spoken	Describe with some interesting details some aspects of countries or communities where the language is spoken.	Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.
To speak confidently	<p>Understand the main points from spoken passages.</p> <p>Ask others to repeat words or phrases if necessary.</p> <p>Ask and answer simple questions and talk about interests.</p> <p>Take part in discussions and tasks.</p> <p>Demonstrate a growing vocabulary.</p>	<p>Vary language and produce extended responses.</p> <p>Be understood with little or no difficulty.</p> <p>Understand the main points and opinions in spoken passages.</p>
French/MFL	Milestone 2	Milestone 3
To perform	<p>Sing from memory with accurate pitch.</p> <p>Sing in tune.</p> <p>Maintain a simple part within a group.</p> <p>Pronounce words within a song clearly.</p> <p>Show control of voice.</p> <p>Play notes on an instrument with care so that they are clear.</p> <p>Perform with control and awareness of others.</p>	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Hold a part within a round.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Sustain a drone or a melodic ostinato to accompany singing.</p> <p>Perform with controlled breathing (voice) and skillful playing (instrument).</p>
To transcribe	<p>Devise non-standard symbols to indicate when to play and rest.</p> <p>Recognise the notes EGBDF and FACE on the musical stave.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave.</p>

	Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the ♯ (sharp) and ♭ (flat) symbols. Use and understand simple time signatures.
To describe music	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.	Choose from a wide range of musical vocabulary to accurately describe and appraise music.
To compose	Compose and perform melodic songs. Create repeated patterns with a range of instruments.	Create songs with verses and a chorus. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect