



# Out in the Wild

## Autumn 1

<u>Subject</u>	<u>NC Objective - Coverage</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Vocabulary</u>
<b>Science</b>	<ul style="list-style-type: none"> <li>▪ Observe that some materials change state when they are heated or cooled.</li> <li>▪ Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>▪ Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>▪ To classify insects by finding and observing them in their natural habitats.</li> <li>▪ To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>▪ To recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>▪ To observe different habitats and consider real and imagined changes.</li> <li>▪ Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units.</p> <p>Using a range of equipment, including thermometers and data loggers.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	<p>What do I need to wear for Forest Schools?</p> <p>How do we use keys to classify organisms?</p> <p>How do insects find a home?</p> <p>What might happen if the habitat was changed/destroyed?</p>	<p>Insulation Warmth Material Properties Conductor Temperature Thermometer Celsius Fahrenheit</p> <p>Key Classification Organisms Branching Table Observation Species Properties Families</p> <p>Habitat Macro Micro Camouflage Producer Consumer Predator Food chain Food Web</p> <p>Extinction Red list Global warming Evolution Adaptation</p>
<b>History</b>	Not covered in Autumn 1			

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<b>Geography</b>	<ul style="list-style-type: none"> <li>▪ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ Use the eight points on a compass, four/six figure grid reference, symbols and key to build knowledge of the UK and wider world.</li> </ul>	<p>Draw sketch maps and plans using agreed symbols for a key.</p> <p>Use eight points of a compass to de-scribe the location of a country or geographical process.</p> <p>Observe, measure and record the human and physical features in the local area responding to a range of geographical questions.</p> <p>Locate and name geographical features on an Ordnance Survey map.</p> <p>Plot a route on a map or globe, from one place to another, identifying countries or significant landmarks that are passed.</p> <p>Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features.</p> <p>Identify how people both damage and improve the environment.</p> <p>Describe how changes, in the features of a place, can affect the lives and activities of the people living there.</p>	<p>How can we find our way around our school grounds?</p>	<p>Key Plan view Bird's eye view Longitude Latitude Compass points Ordnance Survey Direction Angle Grid reference</p>



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DT	<ul style="list-style-type: none"> <li>▪ Use research and develop design criteria to inform the design of a functional product which is fit for purpose.</li> <li>▪ Generate, develop, model and communicate ideas through discussion and annotated sketches</li> <li>▪ Select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.</li> <li>▪ Evaluate ideas and products against their own design criteria and consider the views of others to improve work.</li> </ul>	<p><b><u>Plan and communicate ideas</u></b> Generate ideas for an item, considering its purpose and the user/s.</p> <p>Identify a purpose and establish criteria or a successful product.</p> <p>Plan the order of their own work before starting.</p> <p>Explore, develop and communicate design proposals by modelling ideas.</p> <p>Make drawings with labels when de-signing.</p> <p><b><u>Make (technical knowledge)</u></b> Think about their ideas as they make progress and be willing to change things to improve their work.</p> <p><b><u>Evaluate</u></b> Evaluate their product against the original design criteria. Evaluate their work both during and at the end of the assignment.</p>	<p>What is Worm Charming and how can I charm a worm?</p>	<p>Design Plan Evaluate Vibration Finish Purpose Quality Technique</p>

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<b>Computing (Coding)</b>	<ul style="list-style-type: none"> <li>▪ use sequence, selection, and repetition in programs</li> <li>▪ use logical reasoning to explain how some simple algorithms work</li> <li>▪ understand computer networks including the internet</li> <li>▪ use search technologies effectively</li> <li>▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<ul style="list-style-type: none"> <li>• put programming commands into a sequence to achieve a specific outcome</li> <li>• solve an open-ended problem <i>e.g. adding sound to a model or object</i></li> <li>• describe the algorithm I will need for a simple task</li> <li>• use repeat commands</li> <li>• testing my program and recognise when I need to debug it</li> <li>• create different effects with different technology tools</li> <li>• combine a mixture of text, graphics and sound to share my ideas and learning</li> <li>• use appropriate keyboard commands to amend text on my device</li> <li>• evaluate my work and improve its effectiveness.</li> <li>• describe the World Wide Web as the part of the Internet that contains websites</li> <li>• use search tools to find and use an appropriate website</li> <li>• think about whether I can use images that I find online in my own work</li> </ul>	<p>How do you create an animated scene by programming more than one sprite?</p> <p>How do you create an e-book?</p> <p>How do we use search engines effectively to find information?</p> <p>How do we keep ourselves safe online?</p>	<p>coding</p> <p>programming</p> <p>sprite</p> <p>algorithm</p> <p>command</p> <p>input</p> <p>output</p> <p>sequence</p> <p>debugging</p> <p>e-safety</p> <p>search engine</p>
<b>Music</b>	Not covered in Autumn 1			
<b>French</b>	<ul style="list-style-type: none"> <li>• Listen and engage</li> <li>• Ask/answer questions</li> <li>• Speak in sentences using familiar vocab</li> <li>• Develop appropriate pronunciation</li> <li>• Show understanding of words and phrases</li> <li>• Appreciate stories, songs, poems and rhymes</li> <li>• Broaden vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise/pronounce letter string oi, eu and on and make links with sellings</li> <li>• Listen and watch mouth of speaker to help with imitating pronunciation</li> <li>• Participate in short exchange of French vocabulary</li> <li>• Develop auditory discrimination between <i>un</i> and <i>une</i></li> <li>• Listen to and follow simple commands</li> <li>• Recognise, understand and respond to a question</li> <li>• Listen, respond and perform actions to a French song/rhyme/story/play</li> <li>• Recognise familiar words in written form, and begin to experiment with own writing noticing spellings</li> <li>• Match spellings and vocabulary to sounds</li> <li>• Copy correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Know the importance of learning an additional language</li> <li>• Know key facts about France (eg. geographical location, physical/human features, culture)</li> <li>• Know how to greet others and engage in basic conversation (including responding to instructions)</li> <li>• Know numbers 0-10</li> <li>• Know colour names</li> <li>• Know names of fruit and other food items</li> <li>• Know days of the week and months of the year</li> </ul>	<p>bonjour</p> <p>ca va</p> <p>au revoir</p> <p>un, deux, trois... dix</p> <p>rouge, bleu, jaune, vert...</p> <p>un une</p> <p>poire, banane, orange, fraise, pomme...</p> <p>pain, lait, fromage, oeuf, poulet, poisson...</p>

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<b>PE</b>	<p><u>Invasion Games (Netball)</u></p> <ul style="list-style-type: none"> <li>To develop the range and consistency of their skills</li> <li>To devise and use rules</li> <li>To use and adapt tactics in different situations</li> <li>To recognise which activities help their speed, strength and stamina</li> <li>To recognise when speed, strength and stamina are important in games</li> <li>To explain their ideas and plans</li> <li>To recognise aspects of their work that need improving</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team (Out in the Wilds Work)</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of techniques when passing, e.g high, low, bounced, fast, slow</li> <li>Change direction and speed when dribbling the ball</li> <li>Show growing consistency and control in games</li> <li>Play with greater speed and flow</li> <li>Keep and use rules they are given</li> <li>Suggest how rules could be changed to improve the game</li> <li>Adapt rules in agreement with others and, later, make rules for their own games, which they explain and teach to others</li> <li>Use a range of tactics to keep possession of the ball and get into position to shoot and score</li> <li>How simple plans that they know that they can make work</li> <li>Use the knowledge they are learning in P.E to make up suitable warm up activities for the games they are playing</li> </ul>	<p>Can you pass a ball in different ways?</p> <p>Can you keep your body in the right position?</p> <p>Can you shoot the ball towards the net?</p> <p>Can you follow the rules of a two-sided game?</p> <p>Can you evaluate your own and others' performances? In the game?</p>	<p>pass shoot strategy teamwork cooperation posture position</p>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>Prepare pupils for the opportunities, responsibilities and experiences of later life.</li> </ul>		<p>How can we survive out in the wilds?</p>	<p>Survival Hypothermia Water source Heat Knots Shelter Figure of eight Slip knot</p>

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<b>RE</b>	<ul style="list-style-type: none"> <li>• describe what inspires and influences themselves and others</li> <li>• retell stories about Prophet Muhammad showing understanding of their meaning and importance for Muslims</li> <li>• explain why Muslims believe Muhammad to be the final prophet</li> <li>• identify the qualities of a good leader</li> <li>• give reasons why Muhammad is held by Muslims as an inspirational religious leader and example to follow</li> </ul>	<ul style="list-style-type: none"> <li>- talk about what religious people do using some religious words</li> <li>- tell a story that is important to a person who belongs to a religion</li> <li>- talk about how I feel and things that are important to me and others</li> <li>- tell someone about something I find interesting or puzzling</li> <li>- retell a story a religious person thinks is special and say what it means to them</li> <li>- ask, and give some of my own answers to questions about my own and others' experiences and feelings.</li> <li>- describe some ways in which people worship;</li> <li>- identify some similarities and differences within and between religions:</li> <li>- make links between a religious story and things believers do today</li> <li>- identify some of the things which influence and are important in my life;</li> <li>- ask questions about religion and beliefs tell you about people's religious ideas and activities and say how they link up with my own ideas and experiences.</li> </ul>	Who was Mohammed and why do people follow him today?	Muhammad Islam prophet inspirational belief influence Allah admiration respect tolerance Qur'an Mecca pilgrimage sacred





# South America

## Autumn 2



<u>Subject</u>	<u>NC Objective - Coverage</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Vocabulary</u>
<b>Science</b>	<ul style="list-style-type: none"> <li>▪ Describe the simple functions of the basic parts of the digestive system in humans</li> <li>▪ Identify the different types of teeth in humans and their simple functions</li> <li>▪ Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<p>Make careful observations about teeth, including their size, shape and function.</p> <p>Annotate diagrams of various parts of the human digestive system accurately.</p> <p>Use science to explain, describing patterns, trends and relationships in an investigation.</p> <p>Use science words correctly linked to the digestive system and food chains.</p>	<p>Children to know the names and functions of different types of teeth.</p> <p>Children to know how different animals have different types of teeth, depending on their diet.</p> <p>Children to know how the human digestive system works.</p> <p>Children to know that a food chain shows the transfer of energy from one organism to another.</p> <p>Children to know the words for each organism within a food chain.</p>	<p>incisor canine molar digestion system producer predator prey herbivore carnivore omnivore</p>
<b>History</b>				
<b>Geography</b>	<ul style="list-style-type: none"> <li>▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul>	<p>Children to efficiently use globes, atlases and computer mapping.</p>	<p>Children to know that South America is one of the seven continents of Earth.</p> <p>Children to know location of South America on a world map, including in relation to the equator and the Pacific/Atlantic Ocean.</p>	<p>continent ocean equator hemisphere climate rainforest deforestation eco-system import/export/trade</p>

	<ul style="list-style-type: none"> <li>▪ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>▪ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</li> <li>▪ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</li> <li>▪ Describe and understand key aspects of 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</li> </ul>		<p>Children to know some of the countries that make up South America.</p> <p>Children to know key facts about Brazil, including physical and human geography.</p> <p>Children to know similarities and differences between life in England/Britain to life in Brazil, making links to physical and human geography.</p> <p>Children to know where coffee comes from, and the process involved (growing, harvesting, export/import and trade, preparation).</p> <p>Children to understand the importance of the rainforest or maintaining the balance of the immediate surrounding area and on the planet as a whole.</p> <p>Children to know the potential consequences of deforestation.</p>	
<b>Art</b>	<ul style="list-style-type: none"> <li>▪ To create sketch books to record their observations and use them to review and revisit ideas</li> <li>▪ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials: pencil, paint (water colours) and clay.</li> </ul>	Children to use inspiration from existing artwork to influence their own designs.	Children to understand the purpose of carnivals in South American culture.	carnival headdress
<b>DT</b>	<ul style="list-style-type: none"> <li>▪ To understand seasonality, and know where and how a variety of</li> </ul>		Children to know where coffee comes from, and the process involved	harvest produce import

	ingredients are grown, reared, caught and processed		(growing, harvesting, export/import and trade, preparation).	export
<b>Computing (Coding)</b>				
<b>Music</b>	<ul style="list-style-type: none"> <li>▪ Develop an understanding of the history of music</li> <li>▪ Listen with attention to detail and recall sounds with increasing aural memory</li> <li>▪ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	<p>Children to recall a simple samba pattern played as part of a group.</p> <p>Children to recall a simple samba pattern played as part of a group or as part of a two-piece performance/round.</p> <p>Children to recall longer samba patterns played as part of a group.</p>	<p>Children to understand the purpose of carnivals in South American culture.</p> <p>Children to name/identify main drums used in samba.</p>	samba percussion carnival
<b>French</b>	<ul style="list-style-type: none"> <li>• Listen and engage</li> <li>• Ask/answer questions</li> <li>• Speak in sentences using familiar vocab</li> <li>• Develop appropriate pronunciation</li> <li>• Show understanding of words and phrases</li> <li>• Appreciate stories, songs, poems and rhymes</li> <li>• Broaden vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise/pronounce letter string oi, eu and on and make links with sellings</li> <li>• Listen and watch mouth of speaker to help with imitating pronunciation</li> <li>• Participate in short exchange of French vocabulary</li> <li>• Develop auditory discrimination between <i>un</i> and <i>une</i></li> <li>• Listen to and follow simple commands</li> <li>• Recognise, understand and respond to a question</li> <li>• Listen, respond and perform actions to a French song/rhyme/story/play</li> <li>• Recognise familiar words in written form, and begin to experiment with own writing noticing spellings</li> </ul>	<ul style="list-style-type: none"> <li>• Know the importance of learning an additional language</li> <li>• Know key facts about France (eg. geographical location, physical/human features, culture)</li> <li>• Know how to greet others and engage in basic conversation (including responding to instructions)</li> <li>• Know numbers 0-10</li> <li>• Know colour names</li> <li>• Know names of fruit and other food items</li> <li>• Know days of the week and months of the year</li> </ul>	<p>bonjour</p> <p>ca va</p> <p>au revoir</p> <p>un, deux, trois... dix</p> <p>rouge, bleu, juane, vert...</p> <p>un une</p> <p>pomme, banane, orange, fraise, poire...</p> <p>pain, lait, fromage, ouef, poulet, poisson...</p>



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<p><b>PE</b></p>	<ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance through gymnastics.</li> <li>• Compare performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>To develop the range of actions, body shapes and balances they include in a performance</p> <p>To create gymnastic sequences that meet a theme or set of conditions</p> <p>To use compositional devices when creating their sequences, such as changes in speed, level and direction</p> <p>To describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved</p>	<p>To know how the body reacts during different types of activity, and how this affects the way they perform.</p>	<p>balance travel composition</p>
<p><b>PSHE</b></p>	<p>Celebrating Difference</p>	<p>To accept people for who they are.</p> <p>To question perceptions of other people.</p> <p>To problem solve a bullying problem.</p> <p>To like and respect one's own self-image.</p> <p>To explain why we should accept others for who they are.</p>	<p>To know how it might feel to be a victim of bullying.</p>	<p>acceptance perception respect</p>
<p><b>RE</b></p>	<p>To learn about forms of expressing meaning in Christianity linked to Christmas.</p> <p>To learn from the meaning, purpose and truth of the nativity story in Christianity.</p>		<p>To know the most important part of the Christmas story for Christians.</p> <p>To know the key symbols in the Christmas story and what they mean to Christians.</p>	<p>Incarnation symbol</p>

