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| **Logo  Description automatically generated** | **Logo, company name  Description automatically generated** | Topic Overview KS2 (Year 4) - Autumn 2 2023 |

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| **Key Texts English**  | The Polar Express  |
| **Subject** | *Science – Animals including Humans* | *Computing –* *Coding* | *Geography* | *History – Anglo Saxons* | *Art & Design*  | *Design & Technology* | *MFL* | *RE*  |
| NC Objectives / links | * recognise that living things can be grouped in a variety of ways
* explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
* recognise that environments can change and that this can sometimes pose dangers to living things
 | * The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.
 |  | * Know and understand significant aspects of the history of the wider world developing their ability to appreciate cultures, ideas, and traditions that are not their own.
* Learn through project based learning with rich, meaningful outcomes.
* Be provided with resources to support them in constructing informed responses that involve thoughtful selection and organisation of relevant historical information.
* Perceive how our knowledge of the past is constructed from a range of sources.
* Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
* Gain historical perspective by placing their growing knowledge into different contexts.
* Acquire and deploy rich, historical vocabulary.
 | * Learn about significant artists, designers and architects, movements and concepts, both contemporary and historical, within art and design.
* Experience the creative freedom to develop their own art works inspired by their imaginations.
* Explore, record and develop their own ideas through research, sketchbook work, wonder, critique and exhibition.
* Learn and use the language and concepts of art , craft making , architecture and design.
 |  | * Listen attentively to spoken languages and show understanding through response.
* Gain a secure knowledge of high-frequency words and vocabulary.
* Gain a basic understanding of grammatical concepts appropriate to Spanish.
* Gain a phonological awareness of the Spanish language developing confidence and competence in pronunciation.
 | * Compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas.
* Observe and understand varied examples of religions and other world views so that they can

explain, with reasons, their meanings and significance for the choices made by individuals and communities;* Discuss and present thoughtfully their own and others’ views on challenging questions about

belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. |

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| Week/session | * Lesson QfL (Learning Intentions / Lesson Titles)
* Further QfLs linked to learning activities (additional questions for differentiated learning)
* Opportunities for Sparkle (see separate suggestions)
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|  | *Science* | *Computing* | *Geography* | *History* | *Art & Design* | *Design & Technology* | *MFL* | *RE* |
| Big Question | How can we protect habitats? |  |  | *How did the Anglo Saxons live?* |  |  | *How do I greet somebody in Spanish?* | *Who will inspire me?* |
| Week 1 | How will I be inspired by mw new learning topic?* Which curious questions do I have about habitats?
 | How will I be inspired by my new learning topic?* What is coding?
* Which curious questions do I have about coding?
 |  | Who were the Anglo Saxons?* How will I be inspired by my new learning topic?
* Where did the Anglo Saxons come from?
* When did the Anglo Saxons come to Britain?
* Why did the Anglo Saxons come to Britian?
 |  |  | How will I be inspired by my new learning topic? |  |
| Week 2 | What makes habitats different?* Why are some living things suited to different environments?
* Can we group living things according to the environment they are suited to?
* What are the similarities between animals that live in the same habitat?
 | How will I combine start events and click events to make a game in which bubbles disappear by clicking on them as they float up the screen? |  | What were Anglo Saxon villages like?* Why did the Anglo Saxons create their own villages rather than living in the buildings the Romans had left behind?
* What was a typical Anglo Saxon village like?
* How does an Anglo Saxon village compare to a local village that I know?
 |  |  |  | Who are we inspired by? |
| Week 3 | How will I become an expert on a local habitat?* Which habitats are found in the UK?
* What are key facts about my chosen habitat? What’s the climate? Temperature? The type of soil and water that would typically be found there?
* What are some of the threats that habitats in the UK face?
 | How will I create an air show using key press events to make objects change direction in a new way, using the 'turn' action? |  | What were Anglo Saxon pastimes?* What did Anglo Saxons do for work?
* How did Anglo Saxons relax? What did they do for leisure?
* How do we know about Anglo Saxon pastimes?
 |  |  | How do I say hello and goodbye in Spanish?  |  |
| Week 4 | How can animals be classified?* Can we identify different ways to classify animals in to groups?
* How will we organise animals into different classification groups?
* How will we begin to organise animals into different classification groups and sub groups?
 | How will I learn to write code where a helicopter performs an action when a button is clicked on the screen? |  | What was Anglo Saxon art and culture like?* What did their art and treasures look like?
* What kind of stories did they tell?
* What’s the story of Beowolf?
* What games and sports were there?
 |  |  |  | What makes a good leader? |
| Week 5 | How will I create a classification key?* How do I interpret a classification key?
* How will I create a classification key using a series of questions?
* How will I create a complex classification key using a series of questions that group animals into sub-groups before identifying the species?
 | How will I create a space animation and learn that code can be made to execute in a particular order called a 'sequence'? |  | What did the Anglo Saxons believe in?* Which gods were there?
* What do Anglo Saxon graves tell us?
* Why did the Anglo Saxons convert to Christianity?
* What changed when the Anglo Saxons created to Christianity?
* Why were monasteries important?
* Who was Bede?
* Who was St Cuthbert?
 |  |  | How do I ask somebody how they are in Spanish?How do I respond? |  |
| Week 6 | What about adaptation and classification within species?* How do animals adapt to suit their environment?
* How will I apply my knowledge of adaptations to create a classification key for a ‘new’ species?
 | How will I program a UFO to react only if certain conditions are met as it moves around a maze? |  | Who was Alfred the Great?* Why was Alfred called ‘Great’?
* What stories are there about Alfred?
* How did he rule?
* Who was Athelstan?
 |  |  |  | What would be important to me if I ruled the World? |
| Week 7  | How about exploring and classifying pond plants?* Which plants live in a pond habitat?
* How will I classify and sort plants that live in a pond habitat?
 | How can different types of conditions be used in code for different purposes? |  | What happened to the Anglo Saxons and the Vikings?* How did the Anglo Saxons take control of England?
* How did King Cnut become king?
* Who was Edward the Confessor?
* How did Anglo Saxon England come to an end?
 |  |  | How do I ask somebody their name in Spanish?How do I respond? |  |