

KEY FACTUAL KNOWLEDGE: Geography I can name key human geography features in the village I can name key physical geography features around the hill I know what an OS map is I can describe features of an OS map I know what a key is and can use class determined symbols (Year 2)/ I can use standard symbols for my key to a map (Year 3) I can follow a route and arrive at my destination I know what a key is and how to use one I can present the human and/ or physical features of Overbury in a graph and/ or using digital technologies (Year 3) I can talk about the use of land in Overbury and the impact it has on the distribution of natural resources (Year 3) I can use positional and directional language (Year 2) I can use 8 compass points (Year 3) Design Technology Key Concept: How to make something move. Problem/Challenge: Can we make an item for the Overbury playground? <i>In this topic, children will have the opportunity to design their own piece of playground equipment. They will look at a range of examples, exploring how they move and using these to support their own designs. They will develop technical knowledge to create mini models that move, such as using split pins to create a roundabout or small pulleys to make a zip line.</i> Key technique: Painting <i>During this topic, the children will explore different types of paint and techniques and tools for creating painted works of art. The children will mix a variety of colours and know which primary colours make secondary colours. They will use layering, mix media, different brush sizes and scrape through. The children will be exploring the famous artist, Van Gough, as well as replicating some of his work with a focus on landscape.</i>	KEY LANGUAGE AND VOCABULARY: human features, physical features, village, locality, land use, farming, observations, recording, venn diagram, bar chart, grid references, aerial photos, birds eye view, plan view, compass, North, South, East, West, NE, SE, NW, SW, near, far. Left, right period, source, reflection, refraction, transparent, translucent, opaque, water colour, oil, compare, contrast Christian Value of the Term: Compassion Enrichment & Global Citizenship opportunities Outdoor Learning Carols around the Village Odd Socks Day - Anti-bullying week Non-Uniform Fundraiser Christmas Jumper Day Children In Need World religions afternoon Shoe box appeal Blessing of the Posada Open the book visits Posada Pantomime visit PUPIL LEADERSHIP Sundial & Sheldon school play	KNOWLEDGE AND FACT SHEET KEY QUESTIONS: 1. What is an OSmap is and can you identify key features? 2. What is an aerial map? 3. Can you use a 'class created' key for a map (Year 2)? 4. Can you use standard symbols for a key for a map (Year 3)? 5. Can you identify physical and human features on a map? 6. Can you follow a route on a map and arrive at the destination? 7. Can you use locational and directional language (Year 2)? 8. Can you use the compass points when following a route (Year 3)? Maths - Addition and Subtraction, Multiplication and Division In these two blocks we will be exploring the four operations in depth. Looking at building on our understanding from the previous year as well as covering any gaps caused by the disruption to our learning. English - In English we are using Roald Dahl as our author, with The BFG as our core text. We will also explore some of his poetry and shorter stories looking at his colourful characters. Science - Light In science we will be exploring what a light source is and how darkness is the absence of light. We will also be looking at how light refracts and reflects as well as the properties of different materials.
KEY PROCEDURAL KNOWLEDGE: Geography <u>Year 2/ Year 3</u> Geographical Enquiry I can ask simple geographical questions; I can begin to ask/initiate geographical questions. I can use NF books, stories, maps, pictures/photos and internet as sources of information. I can investigate my surroundings/ places and themes at more than one scale I can make appropriate observations about why things happen I can make simple comparisons between features of different places Drawing Maps I can draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) I can try to make a map of a short route experienced, with features in correct order I can try to make a simple scale drawing	RE - What do Christians think God is like? PSHE - Celebrating Difference • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand that bullying is sometimes about difference • I can recognise what is right and wrong and know how to look after myself • I understand that it is OK to be different from other people and to be friends with them	ICT/Computing - Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real. PE - In PE we are taking part in REAL dance and Real PE. Music - We are learning our Christmas Play and Carol songs

Representation I can begin to understand the need for a key. I can use class agreed symbols to make a simple key/ I can use standard symbols/ I know why a key is needed. Using Map I can follow a route on a map with some accuracy. Perspective I can look down on objects to make a plan view map I can begin to draw a sketch map from a high view point. Map Knowledge I can begin to identify points on maps A,B and C Style of Map I can use teacher drawn base maps. I can use large OS maps I can begin to use map sites on internet I can begin to identify features on aerial/ oblique photos Art and Design I can use oil based and acrylic paints with confidence. I can experiment with confidence using techniques, inc. layering I can experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. I can mix a variety of colours and know which primary colours make secondary colours. I can use a developed colour vocabulary. I can work confidently on a range of scales e.g. thin brush on small picture etc. Design Technology I can generate ideas by drawing on their own and other people's experiences# I can develop their design ideas through discussion, observation , drawing and modelling I can identify a purpose for what they intend to design and make I can identify simple design criteria I can make simple drawings and label parts I can begin to select tools and materials; use vocab' to name and describe them I can measure, cut and score with some accuracy I can assemble, join and combine materials in order to make a product I can cut, shape and join fabric to make a simple garment. Use basic sewing techniques I can choose and use appropriate finishing techniques I can evaluate against their design criteria	I can tell you some ways I am different from my friends French - En Classe. We are exploring the classroom and the nouns found therein. We are also looking at how we meet and greet different people in school and different parts of the school day. Art - We are exploring different types of paint and techniques and tools for creating painted works of art. We will be exploring a famous artist as well and replicating some of their techniques.	alongside the Remembrance service songs.
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