



Challenge, Equality & Opportunity

HALF TERM OVERVIEW FOR KEY STAGE 2 – AUTUMN TERM 2 – 2021

Science – Light

Through the topic the children will...

- identify light sources.
- understand that we need light to see.
- know that light travels in a straight line.
- identify reflective surfaces.
- know that the sun can damage their eyes.
- know how to protect their eyes from the sun.
- understand that a shadow is formed when a solid object blocks light.
- understand that dark is the absence of light.
- set up an investigation and make predictions.
- understand how surfaces reflect light.
- recognise that a mirror appears to reverse an image.
- identify some parts of the eye.
- understand how the sun can damage parts of the eye.
- identify opaque, translucent and transparent objects.
- know how shadows change size.
- explain the properties of materials that reflect light well.
- understand why shadows change size.
- set up reliable and accurate investigations.
- make and explain predictions.
- make and record accurate observations.
- use scientific language to explain their findings.
- be able to ask and answer questions based on their learning using scientific language.

Through the topic the children will investigate the following key questions...

- What is light?
- What is dark?
- How is light reflected off materials and which are the most effective?
- What is a mirror?
- How does the sun help and hurt us?
- What is a shadow and how is it made?
- How and why do shadows change?

History - Victorians

Through the topic the children will...

Through the topic the children will investigate the following key questions...

<ul style="list-style-type: none"> continue to develop a chronologically secure knowledge and understanding of British, local and world history, establish clear narratives within and across the periods they study note connections, contrasts and trends over time and develop the appropriate use of historical terms address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. 		<ul style="list-style-type: none"> What was the British Empire? Who was Queen Victoria? What was life like for a poor child in the 1940s? What was a workhouse? Who lived there and why? What changed after the 1870 Education Act? Who helped to improve the lives of children during Victorian times? What have we learned about life in Victorian times? 	
<h2>RE – Meanings within Diwali and Christmas</h2>		<h2>PE – Multi-Skills and Dance</h2>	
Through the topic the children will...	Through the topic the children will investigate the following key questions...	Through the topic the children will...	
		Multi Skills	Dance
<ul style="list-style-type: none"> learn that Hinduism is a religion. explain what a Rangoli pattern is. understand the significance of Rangoli patterns. learn that Diwali is a festival of lights recall the story of Rama and Sita and link this to the celebration learn that the story of Jesus' birth is of central importance in Christianity and why learn about the story of Mary and Joseph's journey to Bethlehem see the significance to Christians of key features of the nativity stories know that they will have different views of a particular story and that people within a story will have different feelings, hopes and motives learn that music can be used to convey a message in a religious story and the basis of such music is the story they have listened to learn about ways in which beliefs and ideas can be expressed through words, music, art and literature 	<ul style="list-style-type: none"> What is Hinduism? What is Diwali? How is it celebrated? What happened on the evening of Jesus' birth? What was the experience of the shepherds? What was the experience of the wise men? How did King Herod feel when Jesus was born? What is a pilgrimage? How is it used by different religions? 	<ul style="list-style-type: none"> Sessions delivered by NUF 	<ul style="list-style-type: none"> perform dances using a range of movement patterns" learn different Street Dance moves and perform dances using a range of movement patterns respond to a range of stimuli and music genres demonstrate knowledge of the history of dance, and its cultural impact on the world. be able to reflect on different styles of dance, influenced by different cultures and both national and international histories.

<ul style="list-style-type: none"> • learn that, although the people in the story lived in a very different world, their emotions would have been similar to those of people today, and that fear and jealousy continue to cause problems • compare Christmas and Diwali • learn that people make special journeys to places of religious significance • learn about the importance of Bethlehem for many Christians • learn about how and why Diwali is celebrated by Hindus and some ways in which Christmas compares and contrasts with Hindu Diwali 			
<h2>COMPUTING- Coding</h2>		<h2>Art/DT – Victorian Pastimes Silhouettes and Sewing</h2>	
Through the topic the children will...		Through the topic the children will...	Through the topic the children will investigate the following key questions...
<ul style="list-style-type: none"> • translate movements into a series of commands. • Identify and locate bugs in a programme. • predict where a program will fail. • modify an existing program to solve errors. • represent an algorithm as a computer program. • create a program to complete an image using sequential steps. 		<ul style="list-style-type: none"> • learn about great artists, architects and designers in history. • cut materials accurately and safely by selecting appropriate tools. • create sketch books to record their observations and use them to review and revisit ideas. • improve their mastery of art and design techniques – sewing – thinking about colour choice, pattern and range of stitches. • refine work and techniques as work progresses, continually evaluating the product design. 	<ul style="list-style-type: none"> • What hobbies and pastimes did the Victorians have? • How can I cut accurately and why is it important to do so? • How can I create an effective piece of sewing by creating a pattern? How can I display different types of stitches in my plan? • How can I create different stitches and where do I need to place the needle to do so? • How can I follow a pattern and refine it when necessary?

PHSE+C – Celebrating difference

MUSIC – Ukulele and Musical Theory

Through the topic the children will...

- understand that everybody's family is different and important to them.
- understand that differences and conflicts sometimes happen among family members.
- know what it means to be a witness to bullying.
- know that witnesses can make the situation better or worse by what they do.
- recognise that some words are used in hurtful ways.
- be able to tell you about a time when my words affected someone's feelings and what the consequences were.

Through the topic the children will learn...

- to play instruments, perform and share pieces using the ukulele taught by Newcastle Music Service
- to listen, appraise and read musical notation

Modern Foreign Languages – Spanish

Through the topic the children will...

- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- show an awareness of the countries in which the chosen language is spoken and their cultures

Through the topic the children will investigate the following key questions...

- **How do Spanish people say the days of the week?**
- **How do Spanish people say the months of the year?**
- **How do Spanish people say the seasons of the year?**
- **How is Christmas celebrated in Spain?**
- **How is Christmas celebrated in Spain and how does it differ to the way we celebrate?**