

## Our Curriculum at Kessingland Church of England Primary Academy

**Phase: LKS2**

**Term: Autumn (A)**



Religious Education:

Autumn 1 – (Sikhism, Judaism, Islam and Christianity)

How do people express a commitment to a worldwide view?

- Identify a range of ways in which religious belief can impact daily life.
- Know what happens in Christian (Baptism), Jewish (Bar and Bat Mitzvah) and Sikh (Amrit) commitment ceremonies.
- Identify some similarities and differences in the way people practise and express beliefs about commitment.

Autumn 2 – (Islam)

What do Muslims believe about God?

- Show awareness of the Qu’ran as the supreme authority for Muslims and begin to explore its authorship and organisation.
- Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God.
- Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people.
- Understand there are many different answers to the question ‘What is God like?’

History:

Ancient Egypt

- Know the main events from the Ancient Egyptian period and order them on a timeline.
- Know what makes an empire and why the Egyptian empire was so successful.
- Know the main points Egyptians believed about the Afterlife.
- Ask historical questions about what happened and why.
- Use a variety of sources and assess their reliability.

Geography:

Africa: Modern Egypt

- Identify Egypt on a world map and relate them to the main lines of latitude.
- Name and identify the 5 main lines of latitude.
- Know where Egyptians trade around the world.
- Identify and compare human and physical geographical features in Egypt.

Art and Design:

Art - Painting – Landscapes

- Apply Watercolour techniques to create a wash, wet-on-wet and wet-on-dry.
- Experiment with different watercolour techniques to represent a landscape.
- Discuss similarities and differences between their own artwork and others such as Philip Wilson Steer, Samuel Palmer and Francis Towne.
- Create a gestural painting inspired by a landscape using overpainting.

Music:

Creating Compositions in Response to an Animation (Theme: Mountains)

- Telling a story from a piece of music through movement and using musical vocabulary to describe music.
- Creating a soundscape using percussion instruments.
- Creating a range of sounds to accompany a story and adjusting the dynamics of the piece of music.
- Composing and performing a rhythm to accompany a story.
- Performing a group composition.

Design and Technology:

Design – Mechanical Systems: Pneumatic Toys

- Draw accurate diagrams with correct labels, arrows and explanations, and identify key terms.
- Identify five appropriate design criteria, communicating two ideas using thumbnail sketches and one idea using exploded diagrams.
- Select appropriate equipment and materials to build a working pneumatic system and assemble it to create the desired motion.
- Create a finished pneumatic toy that fulfils the design brief.

Computing:

Internet Safety

- Pupils to be reminded of logging on procedures and the importance of keeping passwords secret

Connecting Computers

- Explain how digital devices function using input, process and output.
- Classify input and output devices.
- Recognise the similarity and differences between using digital and non-digital tools.
- Explain how a computer network can be used to share information.
- Explain the role of a switch, server and wireless access point in a network.
- Discuss the benefits of a computer network.

Skills for Life:

Autumn 1: Me and my relationships

This unit includes content on feelings, emotions, conflict resolution and friendships

Autumn 2: Valuing Differences

This unit focuses on respectful relationships and British Values.

Physical Education:

Indoor Athletics: Running, jumping and throwing skills and competitions

Dance: Can convey an idea through Dance

Modern Foreign Languages

French Greetings with Puppets

Desktop Publishing

- Recognise how text and images convey information, explaining the differences between text and images.
- Use text and images to communicate a message clearly.
- Use and create a template for a particular purpose.
- Add content to a desktop publishing publication, using copy and paste and a template.
- Consider how different layouts can suit different purposes.
- Discuss how desktop publishing is used in the wider world and consider the benefits of using desktop publishing.