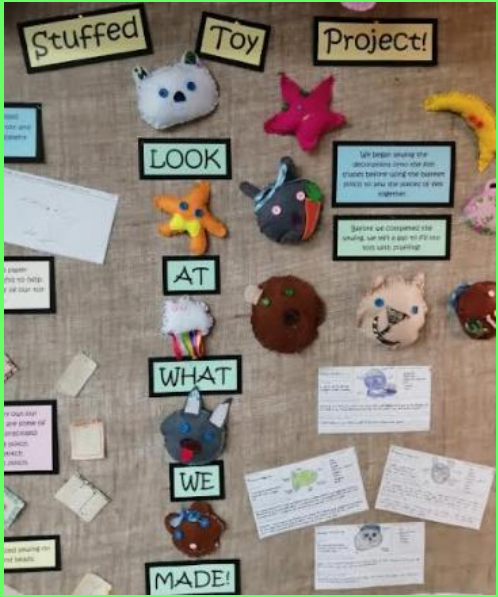


## Our Curriculum at Kessingland Church of England Primary Academy:

<b>Phase: UKS2</b>		<b>Term: Autumn (A)</b>	
		<u>Religious Education:</u> <b>Autumn 1 (Christianity)</b> What does it mean if God is holy and loving? <ul style="list-style-type: none"> <li>Identify some different types of biblical texts, using technical terms accurately.</li> <li>Explain connections between biblical texts and Christian ideas of God, using theological terms.</li> <li>Show how Christians put their beliefs into practice in worship.</li> <li>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today.</li> </ul> <b>Autumn 2 (Hinduism)</b> How does a Hindu belief in Brahman/ Atman affect the way they live their lives? <ul style="list-style-type: none"> <li>Use terms like pluralism and monotheism to describe different ways people e.g. Hindus, think about God.</li> <li>Compare the Christian, Muslim and Hindu belief about God.</li> <li>Describe why Hindus choose to worship different deities and name some of them.</li> <li>Describe how a belief in Brahman/ Atman might affect a Hindu's diet and the way they live their lives.</li> </ul>	
<u>History:</u>	<u>Geography:</u>	<u>Art and Design:</u>	
Britain's settlement by Anglo Saxons and Scots  -Know the main events from this period and order them on a timeline. -Understand the changes in civilization during this period and compare it to the periods before. -Understand why a country would want to invade. -Understand the importance of trade and resources. -Ask historical questions about what happened and why. -Use a variety of sources and assess their reliability.	UK: East Anglia  -Describe and explain the location of East Anglia on a world map and relate it to the main lines of latitude and longitude. -Identify and compare human and physical geographical features in East Anglia: from photos and on maps. -Use eight points of a compass, keys, symbols and read scales to identify geographical features in places studied.	Painting and Drawing: Self Portraits  -Discuss the key features of various portraits, focusing on line, tonal contrast and mood. -Create a realistic drawing from secondary observation, reducing and enlarging an image. -Make considered composition choices, drawing on personal style. -Use Watercolour Paints to mix and match colour to create atmosphere and light effects. Mix colours, shades and tones and overlay washes to create depth of colour. -Discuss artistic choices and their impact on the viewer.	
<u>Music:</u>	<u>Design and Technology:</u>	<u>Computing:</u>	
South and West Africa  -To sing a traditional African song unaccompanied. -Using tuned percussion to play a chord progression. -Using vocals or tuned percussion to perform a piece of music as an ensemble. -Playing African inspired rhythms using percussion instruments. -Creating an eight beat break to play within a performance.	Textiles: Stuffed Toys  -Design a stuffed toy considering the main component shapes required and creating an appropriate template. -Join two pieces of fabric together using a blanket stitch and neatly cut out the fabric. -Use applique or decorative stitching to decorate the front of the stuffed toy. -Use blanket stitch to assemble the stuffed toy, repairing when needed and identifying what worked well.	Internet Safety -Understand the importance of keeping their personal information safe. -Make pupils aware that anything they write or any photos they put online could be shared with anyone and could be there forever.  Sharing Information -Explain that computers can be connected together to form systems. -Recognise the role of computer systems in our lives. -Explain that data can be transferred over the internet. -Explain how sharing information online lets people in different places work together. -Contribute to a shared project online. -Evaluate different ways of working online, explaining how the internet enables effective collaboration.	
<u>Physical Education:</u>	<u>Skills for Life:</u>	<u>Vector Drawing</u> -Understand that vector drawings are made up of simple shapes and lines. -Create a vector drawing by combining shapes – move, resize and rotate duplicated objects.	
<u>Games:</u> Unihoc skills and tactics Badminton serving and rallying  <u>Health Related Exercise:</u> Circuit Training and Using the Working Heart Rate to progress	<u>Autumn 1:</u> Me and my relationships This unit includes content on feelings, emotions, conflict resolution and friendships  <u>Autumn 2:</u> Valuing Differences This unit focuses on respectful relationships and British Values.		
<u>Modern Foreign Languages</u>			
Portraits - describing in French			