



Autumn 1 overview 2024

Cycle A LKS2

Week	1	2	3	4	5	6	7
Week commencing	05.09.23	11.09.23	18.09.23	25.09.23	02.10.23	09.10.23	16.10.23
Geography: Climate and Weather Why is climate important?	<p>WALT: To recap weather, and start to learn about climate, climate zones and biomes.</p> <p>Key Question: What are weather, climate and biomes?</p> <p>WILF: I understand that there is a pattern to weather and seasons in my own and other environments.</p> <p>I understand that these climate patterns are different in different regions of the world.</p> <p>I can use a map of world, annual average air temperatures and/or a globe to describe the world climate zones from the Poles to the equator.</p> <p>Resources:</p>	<p>WALT: To find out about the polar climate zone, and to learn about the tundra biome.</p> <p>Key Question: What are the polar regions like?</p> <p>WILF: I know where the coldest places on Earth are in relation to the equator and Poles.</p> <p>I can describe the polar climate, and characteristics of the polar climate zone.</p> <p>I can talk about the animals of the tundra biome.</p> <p>Resources: Teaching slides</p> <p>Pupil resource – Map of world annual average air temperatures (from Week 1)</p>	<p>WALT: To find out about the hottest, driest places on Earth and the tropical desert climate zone.</p> <p>Key Question: Where are the hottest, driest places in the world?</p> <p>WILF: I know where (some of) the hottest, driest places on Earth are, in relation to the Equator and the North and South Poles.</p> <p>I know what the ‘tropical desert climate’ and ‘tropical desert biome’ are.</p> <p>I can say what climate zones and biomes are.</p> <p>Resources: Teaching slides</p> <p>Glossary</p> <p>Pupil resource – Map of world annual average</p>	<p>WALT: To find out about the hottest, wettest places on Earth, and something of the tropical rainforest biome</p> <p>Key Question: Where are the hottest, wettest places in the world?</p> <p>WILF: I know where (some of) the hottest, wettest places on Earth are, in relation to the equator, and North and South Poles.</p> <p>I know what ‘tropical rainforest climate’ and ‘rainforest biome’ mean.</p> <p>I can say what climate zones and biomes are.</p> <p>Resources: Teaching slides</p> <p>Pupil resource – Monsoon in maps – PowerPoint</p>	<p>WALT: To learn about the temperate climate zone and the deciduous forest biome, and to begin to consider climate change.</p> <p>Key Question: Which climate zone and biome do we live in?</p> <p>WILF: I can describe the seasonal weather associated with a temperate climate (in the UK).</p> <p>I can describe some ways in which the temperate climate affects human activities in the UK.</p> <p>I can describe some effects of extreme climatic events in the UK.</p> <p>Resources: Teaching slides</p>	<p>WALT: To produce a report based on how climate and biome affects lives, and to use appropriate geographical vocabulary learned during the topic</p> <p>Key Question: Why is climate important?</p> <p>WILF: I understand the geographical terms of weather, climate and biomes.</p> <p>I can use research techniques to produce my report.</p> <p>I can communicate my geographical report in an appropriate way.</p> <p>Resources: Teaching slides</p> <p>Pupil resource – Climate alternative assessment</p>	<p>Black History Month Week of Lessons</p> <p>WALT:</p> <p>WILF:</p> <p>Resources:</p>

	<p>Teaching slides</p> <p>Glossary</p> <p>Pupil resource – Let’s start with weather PowerPoint</p> <p>Pupil resource – Map of our world</p> <p>Pupil resource – Map of world annual average air temperatures</p> <p>Pupil resource – Climate zones – PowerPoint</p> <p>Pupil resource – Map of world climate zones</p> <p>Weather forecast – link</p> <p>A globe (optional)</p>	<p>Pupil resource – Map of the Arctic</p> <p>Pupil resource – Map of the Antarctic</p> <p>Pupil resource – Polar summer – PowerPoint</p> <p>Pupil resource – Map of world climate zones (from Week 1)</p> <p>Pupil resource – Five coldest places on Earth</p> <p>Pupil resource – Coldest places map</p> <p>Assessment 1: Characteristics of the Arctic and Antarctic Polar Regions</p> <p>Assessment 2: Characteristics of the Arctic and Antarctic Polar Regions – with a choice of difficulty</p> <p>Glossary</p>	<p>air temperatures (from Week 1)</p> <p>Pupil resource – Map of world climate zones (from Week 1)</p> <p>Google Earth – link</p> <p>Pupil resource – Hot, arid deserts – PowerPoint</p> <p>Pupil resource – Map of world rainfall</p> <p>Information on hot desert biomes – link</p> <p>Pupil resource – Five hottest places on Earth worksheet and information sheet</p> <p>Ten hottest places on Earth – link</p> <p>Pupil resource – The Big Finish</p> <p>Teacher notes – The Big Finish</p> <p>An atlas (optional)</p>	<p>Pupil resource – Map of world rainfall (from Week 3)</p> <p>Pupil resource – Map of world climate zones (from Week 1)</p> <p>A globe or map (optional)</p> <p>The monsoon in the Indian rainforest – link</p> <p>Torrential monsoon rain in my village near Udupi – link</p> <p>Meghalaya: the wettest place on earth – link</p> <p>Assessment 4: What I have learned so far</p>	<p>Pupil resources – Map of world annual average air temperatures (from Week 1)</p> <p>Pupil resources – Map of world climate zones (from Week 1)</p> <p>Pupil resources – Map of world rainfall (from Week 3)</p> <p>Globe</p> <p>Google Earth – link</p> <p>Nature table (optional)</p> <p>Newsround’s What is climate change? – link</p> <p>What is global climate change? – link</p> <p>What is climate change? – link</p> <p>A simple guide to identifying British trees – link</p>	<p>Pupil resource – Climate alternative assessment – answers</p> <p>Access to the resources used earlier in this Unit, including globes, maps, Google™ Earth, and any relevant books in the school library</p> <p>Unit quiz</p> <p>Key assessment opportunity sheet</p>	
<p>Science</p> <p>Food and Our Bodies</p>		<p>WALT: To sort foods into food groups and find out about the nutrients that different foods provide.</p> <p>WILF: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Identify that animals, including humans, need</p>	<p>WALT: To explore the nutritional values of different foods by gathering information from food labels.</p> <p>WILF: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Identify that animals, including humans, need the right types and</p>	<p>WALT: To sort animal skeletons into groups, discussing patterns and similarities and differences.</p> <p>WILF: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Identify that humans and some other animals have skeletons and muscles for</p>	<p>WALT: To investigate an idea about how the human skeleton supports movement.</p> <p>WILF: Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p>	<p>WALT: To explain how bones and muscles work together to create movement.</p> <p>WILF: Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Recording findings using simple scientific language, drawings, labelled</p>	<p>WALT: To design and carry out my own investigation.</p> <p>WILF: Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p>

		<p>the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Resources:</p>	<p>amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Resources:</p>	<p>support, protection and movement.</p> <p>Resources:</p>	<p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Resources:</p>	<p>diagrams, keys, bar charts, and tables</p> <p>Resources:</p>	<p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Resources:</p>
<p>Design Technology Food – Eating Seasonally</p>		<p>WALT: To know that climate affects food growth.</p> <p>WILF: I know that not all fruits and vegetables can be grown in the UK.</p> <p>I know that each country has its own climate.</p> <p>I understand that these climates enable different fruits and vegetables to grow.</p> <p>I can consider hygiene when preparing food.</p> <p>I can use cooking equipment safely.</p> <p>Resources:</p> <p>Have ready Presentation: Where in the world?</p>	<p>WALT: To understand the advantages of eating seasonal foods grown in the UK.</p> <p>WILF: I know that imported food will have travelled from far away and has an impact on the environment.</p> <p>I know that vegetables and fruit grow in certain seasons and that in the UK we often import food from other countries when it is not in season.</p> <p>Resources:</p> <p>Watch Teacher video: British seasonal foods</p> <p>Pupil video: Fruit crumble</p> <p>Have ready Video: 'BBC teach video- Where does our</p>	<p>WALT: To create a recipe that is healthy and nutritious using seasonal vegetables and fruits.</p> <p>WILF: I know what foods are currently in season.</p> <p>I am aware that each vegetable and fruit gives us nutritional benefits.</p> <p>I can design a puff pastry tart using seasonal vegetables and fruits.</p> <p>I can describe my puff pastry tart and the benefits of its ingredients.</p> <p>Resources:</p> <p>Have ready Presentation: Rainbow food (see Attention grabber)</p> <p>Tablets or computers – one between two pupils.</p>	<p>WALT: To safely follow a recipe when cooking.</p> <p>WILF: I know how to prepare a kitchen to cook in.</p> <p>I know how to prepare myself to start cooking.</p> <p>I know the basic rules of food contamination.</p> <p>I can use, store and clean a knife safely.</p> <p>I can follow a recipe to make a tart.</p> <p>Resources:</p> <p>Watch Teacher video: Making tarts</p> <p>Pupil video: Making tarts</p> <p>Have ready Ingredients and equipment for making the seasonal tarts check</p>	<p>WALT:</p> <p>WILF:</p> <p>Resources:</p>	<p>WALT:</p> <p>WILF:</p> <p>Resources:</p>

		<p>Ingredients and equipment listed on the Teacher resource: Japanese fruit skewers recipe (see Classroom resources). (Bananas Watermelon Strawberries Lychees)</p> <p>Skewers</p> <p>Print Activity: Where in the world? (see Classroom resources) – optional – one between two pupils</p> <p>Activity: Map of the world (see Classroom resources)- one between two pupils</p> <p>Activity: Japanese fruit skewers recipe (see Classroom resources) – one between two pupils</p> <p>Activity: Where in the world? – Crossword (see Classroom resources) – optional -one between two pupils</p>	<p>food come from?' on Videolink</p> <p>Tablets/computers (one between two pupils) to look for images of fruits and vegetables</p> <p>Ingredients and equipment for making the fruit crumble check Teacher resource: Fruit crumble recipe (see Classroom resources)</p> <p>Print Activity: UK seasonal foods.</p> <p>Activity: Seasonal food wheel – enlarge to A3, ideally.</p> <p>Activity: Fruit crumble recipe – one per group.</p> <p>Teacher resource: Fruit crumble recipe – one copy.</p>	<p>A range of seasonal vegetables and fruits – optional.</p> <p>Print Activity: UK seasonal foods (see Classroom resources from ‘Lesson 2: British seasonal foods’)</p> <p>Activity: Seasonal food wheel (see Classroom resources from ‘Lesson 2: British seasonal foods’)</p> <p>Activity: Tart design sheet – one per pupil.</p>	<p>Teacher resource: Seasonal tart recipe (see Classroom resources).</p> <p>Print Activity: Seasonal tart recipe – one per pupil.</p>		
Music Vikings		<p>WALT: To sing in time with others</p> <p>WILF: I can move and sing at the same time as my classmates</p> <p>I can learn new lyrics and follow a tune</p> <p>I can say what we need to do better next Time</p> <p>Resources: Watch</p>	<p>WALT: To sing in time with others.</p> <p>WILF: I can sing in time with the music.</p> <p>I can follow the tune.</p> <p>I can move in time to the music.</p> <p>I can identify how to improve my performance.</p> <p>Resources:</p>	<p>WALT: To recognise simple rhythmic notation by ear and by sight</p> <p>WILF: I can recognise and name note rhythms when I hear them</p> <p>I can recognise and name note rhythms when I see them</p> <p>Resources: Watch</p>	<p>WALT: To use simple rhythmic notation to compose a Viking battle song</p> <p>WILF: I can perform rhythms accurately from notation</p> <p>I can layer rhythms to create a piece of music</p> <p>I can add instrumental sound effects to a piece of music</p> <p>Resources: Watch</p>	<p>WALT: To perform music with confidence and discipline</p> <p>WILF: I can perform with confidence</p> <p>I can perform in time and in tune with others</p> <p>Resources: Watch</p> <p>Teacher video: Here come the Vikings!</p> <p>Have ready</p>	<p>WALT:</p> <p>WILF:</p> <p>Resources:</p>

		<p>Teacher video: Here come the Vikings!</p> <p>Have ready Presentation: Dragon Ships performance track audio (see Main event)</p> <p>Link: 'BBC Learning - Who were the Vikings?'</p> <p>A tablet/camera to record the performance</p> <p>Print Activity: Dragon Ships lyrics (see Classroom resources) – one per pupil</p> <p>Activity: Dragon Ships sheet music (see Classroom resources) – one copy for the teacher</p>	<p>Watch Teacher video: Sing like a Viking</p> <p>Have ready Presentation: Dragon Ships backing track audio file (see Main event)</p> <p>Presentation: Dragon Ships performance track audio file (see Main event)</p> <p>Children's copies of the Activity: Dragon Ships lyrics from 'Lesson 1: Here come the Vikings' (or see Classroom resources)</p> <p>Teacher's copy of Dragon Ships sheet music from 'Lesson 1: Here come the Vikings' (or see Classroom resources)</p> <p>A tablet/camera to record the performance</p>	<p>Teacher video: Viking notation</p> <p>Teacher video: Here come the Vikings!</p> <p>Teacher video: Sing like a Viking</p> <p>Have ready Presentation: Dragon Ships backing track audio file (see Main event)</p> <p>Presentation: Dragon Ships performance track audio file (see Main event)</p> <p>Presentation: Viking notation (see Wrapping up)</p> <p>Activity: Viking notation handout (see Classroom resources) – one per pair of pupils</p> <p>Activity: Viking notation extension handout (see Classroom resources) – for pairs of pupils familiar with staff notation</p> <p>Children's copies of the Activity: Dragon Ships lyrics from 'Lesson 1: Here come the Vikings' (or see Classroom resources)</p> <p>Teacher's copy of the Activity: Dragon Ships sheet music from 'Lesson 1: Here come the Vikings' (or see Classroom resources)</p>	<p>Teacher video: Viking battle song</p> <p>Have ready Untuned percussion instruments</p> <p>Presentation: Viking notation (see Attention grabber) – this is the same presentation as shown in 'Lesson 3: Viking notation'</p> <p>Print Activity: Viking rhythm flashcards (see Classroom resources) – cut out, one set of flashcards between group of four or five</p> <p>Activity: Viking notation extension flashcards (see Classroom resources) – cut out, one set of flashcards between group of four or five</p>	<p>Untuned percussion instruments</p> <p>Groups' Activity: Viking notation flashcards and/or Activity: Viking notation extension flashcards from 'Lesson 4: Viking song battle' (they should be stuck down in order)</p>	
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				A tablet/camera to record the performance			
P.S.H.E. Living in a Wider World: differences between British and global communities		<p>Rules and Law – part 1</p> <p>WALT: To learn about why rules are made and how they keep us safe.</p> <p>WILF: To give reasons and practical examples for why different rules are needed in different situations.</p> <p>To describe what might happen if rules and laws are broken.</p> <p>To explain how rules keep us safe.</p> <p>Resources: Optional: Slides 8-11 could be printed out and used as worksheets</p>	<p>Rules and Law – part 2</p> <p>WALT: To learn about why rules are made and how they keep us safe.</p> <p>WILF: To give reasons and practical examples for why different rules are needed in different situations.</p> <p>To describe what might happen if rules and laws are broken.</p> <p>To explain how rules keep us safe.</p> <p>Resources: Optional: Slides 8-11 could be printed out and used as worksheets</p>	<p>Communities – part 1</p> <p>WALT: To learn about the similarities and differences between my local and global communities.</p> <p>WILF: To recognise the different groups that make up my community.</p> <p>To describe the rights and responsibilities of being in a community.</p> <p>To explain what a global community is and the difference between global and local communities.</p> <p>Resources: Worksheet 1 (LiWW 3.1) can be printed out for pupils individually or one between two.</p>	<p>Communities – part 2</p> <p>WALT: To learn about the similarities and differences between my local and global communities.</p> <p>WILF: To recognise the different groups that make up my community.</p> <p>To describe the rights and responsibilities of being in a community.</p> <p>To explain what a global community is and the difference between global and local communities.</p> <p>Resources:</p>	<p>Work & Money –part 1</p> <p>WALT: To learn about the connection between earning money and jobs.</p> <p>WILF: To recognise where adults get their money from and how work can enhance life and the way we feel about ourselves.</p> <p>To explain what it means to be enterprising.</p> <p>To describe or demonstrate some of the qualities and skills that are needed to be enterprising.</p> <p>Resources: Worksheet 1 (LiWW 3.2) Card sort – print out one between two and cut up, scissors needed.</p>	<p>Work & Money – part 2</p> <p>WALT: To learn about the connection between earning money and jobs.</p> <p>WILF: To recognise where adults get their money from and how work can enhance life and the way we feel about ourselves.</p> <p>To explain what it means to be enterprising.</p> <p>To describe or demonstrate some of the qualities and skills that are needed to be enterprising.</p> <p>Resources: Internet / computer access needed https://www.youtube.com/watch?v=IGDE9Aws9ws – (1:20 mins) Ways to make money from £5 https://www.youtube.com/watch?v=AOGDNYWfjre – (2:37 mins) Teenage entrepreneurs https://www.youtube.com/watch?v=1jFMLSPVKIg – (1:27 mins) Selling eggs</p>
P.E. - Dance		<p>WALT: THEME: Country and Western To use straight pathways and clear changes in direction in a line dance.</p>	<p>WALT: THEME: Country and Western To use canon and unison to make our line dance look interesting.</p> <p>WILF:</p>	<p>WALT: THEME: Country and Western To use formations, canon and unison to make our line dance look interesting.</p>	<p>WALT: THEME: Superpowers To remember, repeat and create actions around a theme.</p> <p>WILF:</p>	<p>WALT: THEME: Superpowers To understand and use formations.</p> <p>WILF: Use counts of 8 to help you to stay in time with</p>	<p>WALT: THEME: Superpowers To structure a dance to represent a theme.</p> <p>WILF: Work with your partner, sharing ideas.</p>

		<p>WILF: Use counts of 8 to help you to stay in time with each other and the music.</p> <p>Resources: Barn Dance (Audio) Heel Tapping Boots (Audio) Country and Western (Document) Line Dancing Steps (Video)</p>	<p>Use counting to stay in time with each other and the music.</p> <p>Work with your partner, sharing ideas.</p> <p>Resources: Barn Dance (Audio) Heel Tapping Boots (Audio) Country and Western (Document) Line Dancing Steps (Video) Dance Grid (Document) Wild Country (Video)</p>	<p>WILF: Move with clear confident actions.</p> <p>Use counting to stay in time with each other and the music.</p> <p>Resources: Heel Tapping Boots (Audio) Line Dancing Steps (Video) Grapevine with Quarter Turn (Video)</p>	<p>Move with clear confident actions.</p> <p>Use counts of 8 to help you to stay in time with each other and the music.</p> <p>Resources: Superpowers (Video) Superpowers (Audio) Superpowers L1 (Document)</p>	<p>each other and the music.</p> <p>Resources: Superpowers (Video) POW (Video) Superpowers (Audio) Superpowers L2 (Document)</p>	<p>Resources: Superpowers (Video) Pencils x 1 Superpowers (Audio) Our Comic Book Strip (Document)</p>
P.E. – Football		<p>WALT: To develop the attacking skill of dribbling.</p> <p>WILF: Send the ball ahead of you whilst dribbling so that you can run with it.</p> <p>Use all parts of your feet to control the ball.</p> <p>Resources: Cones x 15 Footballs x 30 Dribbling with Feet (Video) Stretches for Games(PDF)</p>	<p>WALT: To develop changing direction and speed when dribbling.</p> <p>WILF: Accelerate out of the change of direction into space.</p> <p>Resources: Cones x 10 Footballs x 30 Stretches for Games (PDF) Turns (Video)</p>	<p>WALT: To develop passing and begin to recognise when to use different skills.</p> <p>WILF: Finish with the inside of your kicking foot pointing towards your target.</p> <p>The ball should start slightly in front of you.</p> <p>Use your arms to balance your body when trying to kick.</p> <p>Resources: Cones x 30 Footballs x 15 Passing (Video) Receiving the ball (Video) Stretches for Games (PDF).</p>	<p>WALT: To apply attacking skills to move towards a goal.</p> <p>WILF: Look to see your target before passing.</p> <p>Move quickly into a new space after passing.</p> <p>Resources: Cones x 40 Footballs x 15 Stretches for Games (PDF)</p>	<p>WALT: To use defending skills to delay an opponent and gain possession.</p> <p>WILF: Try to slow down your opponent down by moving slowly backwards in the direction that they are moving.</p> <p>Resources: Cones x 40 Footballs x 15 Team bands x 15 Jockeying (Video) Stretches for Games (PDF)</p>	<p>WALT: To apply skills and knowledge to compete in a tournament.</p> <p>WILF: Encourage others in your team and congratulate your opponents.</p> <p>In between matches discuss with your team how to improve for your next match.</p> <p>Resources: Cones x 30 Footballs x 3 Team bands x 30 Football Rules (PDF) Score Sheet Four Teams (PDF) Score Sheet Six Teams (PDF) Stretches for Games (PDF)</p>
Computing Emailing		WALT:	WALT:	WALT: To know how to create an email with an attachment.	WALT:	WALT: To recognise when an email is not genuine	WALT: WILF:

		<p>To understand how we communicate with technology.</p> <p>WILF: I can discuss early methods of communication.</p> <p>I can identify which method of communication suits each purpose.</p> <p>I can explain what an email is.</p> <p>Resources: Have ready Presentation: Communicating with technology.</p> <p>Print in advance Resource: Communication resource cards (one between two).</p> <p>Resource: Email example (see Differentiation).</p> <p>Activity: Email template (one each).</p>	<p>To understand what emails are and how to send one.</p> <p>WILF: I can log in and log out of my email account.</p> <p>I can write an email to my teacher.</p> <p>I can identify that emails can be used to send information around the world.</p> <p>Resources: Watch Teacher video: Logging into Gmail Teacher video: Sending an email</p> <p>Have ready Presentation: Sending an email.</p> <p>Access to a device (one each). Gmail accounts for each child.</p> <p>A ‘teacher’ Gmail account for incoming emails from pupils.</p>	<p>WILF: I can log into my email account.</p> <p>I can send an email with an attachment.</p> <p>Resources: Have ready Presentation: Adding attachments.</p> <p>Access to a device (one between two).</p> <p>List of the class’ emails (one between two)</p> <p>Downloads Activity: My favourite animals (download to a shared folder/network).</p>	<p>To understand the importance of being kind online.</p> <p>WILF: I can use positive language within an email.</p> <p>I can recognise when online behaviour is unkind.</p> <p>I can be a responsible digital citizen.</p> <p>Resources: Watch Teacher video: Be kind online</p> <p>Have ready Presentation: Be kind online</p> <p>Access to a device (one between two).</p> <p>Class email list (one between two).</p> <p>Print in advance Activity: Positive phrases (support - see Differentiation).</p>	<p>WILF: I can recognise when an email might be fake.</p> <p>I can recall that I shouldn’t click on links in an email unless I know what it is.</p> <p>I can identify what to do if I suspect an email is fake.</p> <p>Resources: Have ready Presentation: Fake emails.</p> <p>Access to a device (one each).</p> <p>Link: Interland’s Reality River</p> <p>Print in advance Activity: Fake email reminder (one each).</p> <p>Resource: Fake email examples (one between two).</p> <p>Resource: Email example (support - see Differentiation).</p>	<p>Resources:</p>