

## Science

Animals including Humans

How does having a skeleton affect the movement of an animal?

*Lesson 1:*

**Year 2:** To understand that animals get their food from plants or other animals in a food chain

**Year 3/4:** To explore how energy is transferred through a food chain and understand the roles of predator and prey.

*Lesson 2:*

**Year 2:** To know that humans need different types of food to stay healthy.

**Year 3/4:** To identify the right types of nutrition and the amount of nutrition humans need to live.

*Lesson 3:*

**Year 2:** To know that humans and some animals have skeletons inside their bodies.

**Year 3/4:** To identify that humans and some other animals have skeletons for support, protection and movement.

*Lesson 4:*

**Year 2:** To know that our bones and muscles help us move and stay upright.

**Year 3/4:** To understand that the skeleton and muscles help humans and some other animals with support, protection and movement.

*Lesson 5:*

**Year 2:** To observe how different animals move and talk about their bodies.

**Year 3/4:** To plan an investigation on how skeletons and movement vary in different animals.

*Lesson 6:*

**Year 2:** To observe how animals move and describe how their bodies help them.

**Year 3/4:** To make careful observations of how animals move and link their movement to the type of skeleton they have.

## History

Local Study: Farming through the ages

Key Question: How has farming changed over time?

*Lesson 1:*

**Year 2:** To create a timeline of how farming has changed through time.

**Year 3/4:** To create a detailed timeline that illustrates how farming practices and technologies have changed through different historical periods.

*Lesson 2:*

**Year 2:** To understand why farming has changed from the Stone Age to today.

**Year 3/4:** To explain the reasons for changes in farming practices from the Stone Age to modern times, considering technology, society, and environment.

*Lesson 3:*

**Year 2:** To know what crop rotation is and its importance in farming.

**Year 3/4:** To understand the concept of crop rotation and explain its importance for maintaining soil health and improving farming productivity.

*Lesson 4:*

**Year 2:** To compare and contrast farming machinery from the past and now.

**Year 3/4:** To compare and contrast farming machinery from different historical periods, explaining how advances have changed farming efficiency.

*Lesson 5:*

**Year 2:** To investigate and explain how farming in Allscott has changed, including reasons for these changes.

**Year 3/4:** To know how farming has changed in Allscott.

*Lesson 6:*

**Year 2:** Enquiry Question: How has farming changed over time? Using simple observations and examples.

**Year 3/4:** Enquiry Question: How has farming changed over time? By analysing historical evidence and drawing conclusions.

## RE

The Amrit Ceremony and the Khalsa (Sikhism)  
Enquiry Question: Does joining the Khalsa make a person a better Sikh?

*Lesson 1:*

**Year 2:** To talk about what it means to belong and why belonging is important to people.

**Year 3/4:** To explain why belonging is important to people and describe reasons why a Sikh may choose to join the Khalsa.

*Lesson 2:*

**Year 2:** To know about what happens in the Amrit ceremony and how it shows belonging to the Sikh faith.

**Year 3/4:** To describe what happens in the Amrit ceremony and explain why it is important to Sikhs who join the Khalsa.

*Lesson 3:*

**Year 2:** To know about Karah Prashad and what it shows about sharing and kindness in Sikhism.

**Year 3/4:** To explain the meaning of Karah Prashad and understand how it shows Sikh beliefs about equality and community.

*Lesson 4:*

**Year 2:** To name the 5 Ks and talk about why they are special to Sikhs.

**Year 3/4:** To describe the 5 Ks and explain how each one shows Sikh beliefs and identity.

*Lesson 5:*

**Year 2:** To talk about what it means to be a good person and how Sikhs try to live in a good way.

**Year 3/4:** To explore different views about whether joining the Khalsa makes someone a better Sikh.

*Lesson 6:*

**Year 2:** To talk about promises people make when they join a group or club.

**Year 3/4:** To describe the promises made in joining ceremonies and explain why they are important.

## PSHE

Identity and Wellbeing.

*Lesson 1:*

To understand how emotions affect us and how we can manage them.

*Lesson 2:*

To understand how resilience can impact my self-esteem.

*Lesson 3:*

Identify reasons why regular exercise is good for our health and some of the risks of living an inactive lifestyle.

*Lesson 4:*

*Lesson 5:*

Identify qualities and characteristics that make up your identity.

*Lesson 6:*

Identify strengths and achievements you are proud of.



# Allscott Meads

## Autumn 1

### Down on the Farm

## PE

Outdoor- Football

Focusing on passing, dribbling, shooting, working collaboratively as a team and exploring attacking and defending scenarios.

## Design and Technology

Food Technology: Local Food and Healthy Diet

*Lesson 1:*

**Year 2:** To name some fruits and vegetables and know when they grow in the year.

**Year 3/4:** To explain what seasonality means and why it's important to eat fruits and vegetables when they are in season.

*Lesson 2:*

**Year 2:** To find out which vegetables are in season and choose some to make a soup.

**Year 3/4:** To research and choose seasonal vegetables to include in a soup recipe and explain why they are a good choice.

*Lesson 3:*

**Year 2:** To follow simple steps to help make a seasonal vegetable soup safely.

**Year 3/4:** To follow a recipe to prepare and cook a seasonal soup safely and hygienically.

*Lesson 4:*

**Year 2:** To say what I liked about the soup we made and how I might change it next time.

**Year 3/4:** To evaluate my seasonal soup by describing its taste, texture, and appearance, and suggest improvements for next time.

## French

Greetings

*Lesson 1:*

To greet someone and introduce myself in French.

*Lesson 2:*

To use the correct French greeting for the time of day.

*Lesson 3:*

To ask and answer questions about feelings in French.

*Lesson 4:*

To perform a finger rhyme in French.