
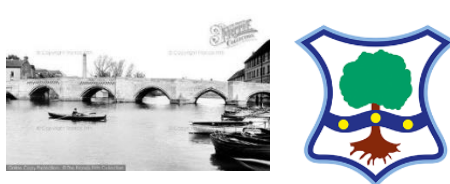
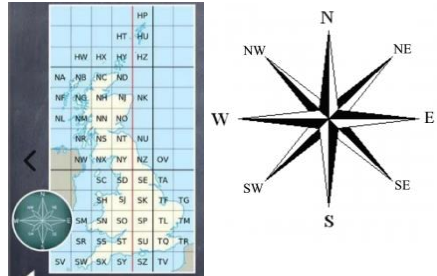




Art and design – Andy Warhol [Drawing]			History – Local History: River Great Ouse				
Knowledge I know...	Skills I can...	Links back to I remember... [Y2]	Knowledge I know...	Skills I can...	Links back to I remember... [Y2]		
<ul style="list-style-type: none"> <li>Pop art is art made about <i>popular</i> things and people, such as singers and actors.</li> <li>Pop art is an art movement that emerged in the 1950's and flourished in the 1960s in America and Britain.</li> <li>Andy Warhol was a pop artist.</li> <li>He often used very bright colours in his work.</li> <li>He used repeated images in make patterns.</li> <li>He used a method called <i>screen printing</i> to make many of his artworks.</li> <li>In 1985 he created a piece of art called "Reigning Queens".</li> <li>"Reigning Queens" was a series of pieces including four different queens: Queen Elizabeth II, Queen Beatrix of the Netherlands, Queen Ntombi Twala of Swaziland and Queen Margrethe II of Denmark.</li> <li>The different marks a pencil makes including hatching and shading.</li> </ul>	<ul style="list-style-type: none"> <li>Explore mark making and patterning using a pencil on a range of scales.</li> <li>Use hatching and shading.</li> <li>Make detailed and intricate marks with attention to tone.</li> <li>Vary tone through blending using coloured pencils.</li> <li>Mix a wider range of colours using pencil crayons.</li> <li>Make texture replications.</li> <li>Use charcoal, pencils and pastels and explore other drawing materials.</li> <li>Look at a range of drawings in differing media.</li> </ul>	<ul style="list-style-type: none"> <li>Using a pencil on a range of scales.</li> <li>Using charcoal and pencils.</li> <li>Using stippling and blending.</li> <li>Varying tone through blending.</li> <li>Linking my own work to Pablo Picasso.</li> </ul>	<ul style="list-style-type: none"> <li>How our school badge represents the local river and the "Muddy hoard" of coins found in 2018 dates back to the Roman period in 274AD.</li> <li>Settlements are built around rivers.</li> <li>Maps show changes in Huntingdon over time.</li> <li>People have used our local river [River Great Ouse] for survival, travel and transport, and leisure from the Stone Age to modern day.</li> <li>Anglo Saxons and Danes conquered Huntingdon between 900-1000AD.</li> <li>Stone bridges were built along the River Great Ouse during Medieval Britain in 1000-1500AD.</li> <li>The River Great Ouse was used for trade from 1600AD.</li> <li>Different boats travelled along the River Ouse during different time periods.</li> <li>Boats have changed over time.</li> <li>Our knowledge of the past is constructed from a range of sources e.g. artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of primary and secondary sources.</li> <li>Gather more detail from sources e.g. maps, artefacts.</li> <li>Devise my own questions to find answers about the past with support.</li> <li>Research.</li> <li>Sequence several events, artefacts or historical figures on a timeline using dates.</li> <li>Note key changes over a period of time and give reasons for why.</li> <li>Compare my life with a past life.</li> <li>Explain how past people/events influence life today.</li> <li>Use and understand appropriate historical vocabulary e.g. ruled, reigned, empire.</li> <li>Present my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Placing people, events and objects in chronological order.</li> <li>Gathering information from simple sources to ask and answer questions.</li> <li>Comparing different historical sources and understanding the past can be represented in different ways.</li> <li>Using the words 'past' and 'present' to talk about an event.</li> </ul>		
<b>Vocabulary:</b> <b>Blending:</b> mixing two colours so the join is gradual. <b>Hatching:</b> lines crossed parallel to show tone or shadow <b>Shading:</b> making a colour darker by adding black <b>Drawing:</b> a picture made with a pencil, pen, or crayon rather than paint <b>Infill:</b> fill a space <b>Line:</b> a narrow continuous mark; the edge or contour of a shape. <b>Outline:</b> a line by which an object or figure is or appears to be bordered. <b>Pattern:</b> a decorative design, repeated or related parts. <b>Scale:</b> relative or equal size. <b>Tone:</b> the variations of a colour (lighter and darker). <b>Screen printing:</b> a process where ink is forced through a mesh screen onto a surface. <b>Pop art:</b> art made about <i>popular</i> things and people, such as singers and actors		<b>Images:</b> 		<b>Vocabulary:</b> <b>AD:</b> Anno Domini meaning "in the year of our Lord" referring to Jesus Christ. <b>Artefact:</b> objects made by humans. <b>Anglo-Saxons:</b> three tribes [the Angles, Saxons, and Jutes] who came to Britain from parts of Germany and Denmark in 449AD. <b>Bridges:</b> a structure across a river. <b>Chronology:</b> putting events or dates in order <b>Danes:</b> people who came to Britain from Denmark in 865AD. <b>Medieval:</b> relating to the Middle Ages [500AD-1500AD] <b>Past:</b> gone by in time <b>Present:</b> existing or occurring now <b>Prehistoric:</b> a time period before written records. <b>Settlement:</b> a place where people live. <b>Source:</b> a place, person or thing that you can find information from <b>Stone-Age:</b> a prehistoric time period when weapons and tools were made of stone. <b>Timeline:</b> a list of events in the order that they happened <b>Time period:</b> the length of time during which something happens. <b>Trade:</b> buying and selling goods and services in exchange for money.		<b>Images:</b> 	



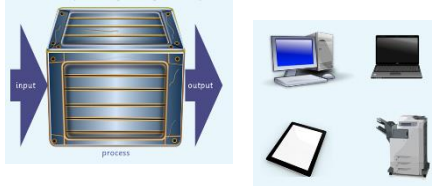

Geography – Spatial Sense within Locality [UK/Huntingdon]		Science - Living things and Habitats [Y4 NC]			
Knowledge I know...	Skills I can...	Links back to I remember..[KSI]	Knowledge I know...	Skills I can...	Links back to I remember..[KSI]
<ul style="list-style-type: none"> <li>Huntingdon is within England, in the UK.</li> <li>Huntingdon is in the county of Cambridgeshire.</li> <li>Huntingdon is in the region East of England/East Anglia.</li> <li>The difference between human and physical geographical features.</li> <li>Ordnance Survey maps are detailed maps of the UK.</li> <li>Rural areas are found in the countryside, surrounded by open land.</li> <li>Most of the land in the UK is rural.</li> <li>Urban areas are towns and cities with a high population.</li> <li>Huntingdon is an urban area.</li> <li>Huntingdonshire is a rural area.</li> <li>The eight points of a compass are: North, North East, East, South East, South, South West, West, North West.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the UK on a world map.</li> <li>Use Ordnance Survey maps.</li> <li>Identify how the UK is split into a grid, identifying different towns, regions and counties within each square.</li> <li>Plot a route from school to the River Great Ouse [e.g. Riverside Park].</li> <li>Use the eight points of a compass to navigate a local route and indicate direction.</li> <li>Identify a variety of human and physical features in Huntingdon.</li> <li>Comment on how the land in Huntingdon is used [e.g. residential, commercial, agricultural or industrial] and this has changed over time.</li> <li>Present my findings in an appropriate way.</li> <li>Collect and record evidence with a local area survey [about adults in Huntingdon travel to work].</li> <li>Analyse and draw conclusions from the evidence I have collected.</li> </ul>	<ul style="list-style-type: none"> <li>London is the capital city of England.</li> <li>Cardiff is the capital city of Wales.</li> <li>Edinburgh is the capital city of Scotland.</li> <li>Belfast is the capital city of Northern Ireland.</li> <li>The UK is made up of 4 countries (England, Northern Ireland, Scotland and Wales).</li> <li>The surrounding seas of the UK (North Sea, North Atlantic Ocean, English Channel).</li> </ul>	<ul style="list-style-type: none"> <li>Living things can be called organisms.</li> <li>All living things have to do certain things to stay alive.</li> <li>These are the life processes (MRS GREN): Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion, Nutrition.</li> <li>That organisms can be grouped in a variety of ways.</li> <li>A classification key is a tool that is used to group living things to help us identify them.</li> <li>Habitats can change throughout the year and this can have an effect on the plants and animals that live there.</li> <li>The process of the change from rural to urban is called urbanisation.</li> <li>Some species that are endangered and why they are endangered.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the characteristics of living things.</li> <li>Name plants and animals found in different habitats</li> <li>Use a Venn diagram and Carroll diagram.</li> <li>Use a classification key to group animals.</li> <li>Group living things according to different criteria (where they live, what type of organism they are, what features they have) e.g. <i>a camel can belong in a group of vertebrates, a group of animals that live in the desert, and a group of animals that have four legs.</i></li> <li>Compare the features of mammals, reptiles, birds, amphibians and fish.</li> <li>Describe how animals adapt to their environments.</li> <li>Explain how and why animals migrate.</li> </ul>	<ul style="list-style-type: none"> <li>Animals can be grouped into vertebrates (and then further into fish, reptiles, amphibians, birds and mammals) and invertebrates.</li> <li>Animals can be grouped into carnivores, herbivores and omnivores.</li> <li>The differences between the teeth of carnivores and herbivores.</li> <li>The names of some common wild and garden plants and deciduous and evergreen trees.</li> <li>Examples of habitats (including microhabitats) and the animals and plants that can be found there.</li> <li>Living things depend on each other to survive.</li> <li>How food chains work.</li> </ul>
<b>Vocabulary:</b>		<b>Images:</b>		<b>Vocabulary:</b>	
<p><b>Agricultural:</b> natural resources related to farming.  <b>County:</b> areas of land, cities and towns that are used for different purposes  <b>Commercial:</b>  <b>Compass:</b> an instrument with a pointer which shows the directions of North  <b>Human geography:</b> the study of relationships between communities, cultures and economies.  <b>Industrial:</b> development of machinery that could do jobs more quickly than humans.  <b>Land use:</b> the function of the land – what it is used for.  <b>Ordnance Survey maps:</b> detailed maps of the UK.  <b>Physical geography:</b> the study of the physical features of the Earth, such as rivers, coastlines, forests and plant life.  <b>Region:</b> a specific area that has common features.  <b>Rural:</b> areas found in the countryside, surrounded by open land.  <b>Residential:</b> an area with a few houses, shops, services and sometimes a primary school, usually found in a rural area.  <b>Route:</b> getting from a starting point to a destination.  <b>Urban:</b> areas with towns and cities with a high population.</p>				<p><b>Adaptation:</b> suiting to the environment where the organism lives.  <b>Amphibians:</b> a cold-blooded animal, living on land and in water  <b>Birds:</b> have a beak, wings and feathers, they lay eggs and live on land  <b>Camouflage:</b> using different ways to hide their identity or appearance from other animals.  <b>Classification key:</b> a system which divides things into groups or types.  <b>Classify:</b> putting things into groups.  <b>Climate:</b> weather conditions in a certain place.  <b>Criteria:</b> a factor on which something is judged.  <b>Environment:</b> all the circumstances, people, things and events around them that influence their life.  <b>Endangered:</b> any type of plant or animal that is in danger of disappearing forever.  <b>Excretion:</b> getting rid of waste from the body.  <b>Extinction:</b> no individuals left.  <b>Fish:</b> a cold-blooded animal with gills and fins living in water  <b>Growth:</b> increasing in size or changing physically  <b>Habitat:</b> a natural environment in which an animal or plant normally lives or grows.  <b>Invertebrate:</b> a creature that does not have a spine, for example an insect, a worm, or an octopus.</p> <p><b>Mammals:</b> a warm-blooded animal with hair or fur, and (typically) the birth of live young  <b>Migration:</b> animals leave their usual home to move to another place for a period of time.  <b>Movement:</b> to change position.  <b>Nutrition:</b> the process of taking food in and absorbing the nutrients.  <b>Ocean currents:</b> patterns of water movement that influence weather.  <b>Organism:</b> a living thing.  <b>Prey:</b> an animal that is hunted and killed by another for food  <b>Predator:</b> an animal that naturally preys on others  <b>Reproduction:</b> when an animal or plant produces one or more individuals similar to itself.  <b>Respiration:</b> process of respiring; breathing ; inhaling and exhaling air.  <b>Reptiles:</b> a cold blooded animal with scales, living on land and in water  <b>Sensitivity:</b> responding to the external environment.  <b>Species:</b> a group of living things that naturally produce young with other members of the same group but not with those of other groups.  <b>Vertebrate:</b> a creature which has a spine.</p>	

# Enquiry Organiser LKS2

## Autumn 1 A



NB. Computing is year group specific, Year 3 and Year 4 will be taught progressive units which may differ from each other

Computing [Y3] Computer Systems and Networks			Computing [Y4] Computer Systems and Networks				
Knowledge I know...	Skills I can...	Links back to I remember...[KS1]	Knowledge I know...	Skills I can...	Links back to I remember...[Y3]		
<ul style="list-style-type: none"> <li>Digital devices must have an input, a process and an output.</li> <li>Digital devices accept inputs and produce outputs.</li> <li>The difference between an input and output device and can name examples.</li> <li>How digital devices can change the way we work.</li> <li>A computer network is a group of computing devices that exchange data and resources with each other.</li> </ul>	<ul style="list-style-type: none"> <li>Follow a process.</li> <li>Classify input and output devices.</li> <li>Describe a simple process.</li> <li>Design a digital device.</li> <li>Explain how I use digital devices for different activities.</li> <li>Recognise similarities between using digital devices and non digital tools.</li> <li>Suggest difference between using digital devices and non digital tools.</li> <li>Recognise different connections.</li> <li>Explain how messages are passed through multiple connections.</li> <li>Discuss why we need a network switch.</li> <li>Explain the role of network devices such as a switch server and a wireless access point.</li> <li>Identify how devices in a network are connected together.</li> <li>Identify devices around me and the benefits of computer networks.</li> </ul>	<ul style="list-style-type: none"> <li>That photos can be taken on a range of technological devices.</li> <li>Common uses of technological devices in and beyond school.</li> <li>You have choices when taking photos. (eg to take a landscape or portrait photo)</li> <li>How a photo can be improved.</li> <li>How to find out the best lighting levels for producing good quality photographs.</li> <li>Photos can be changed and that not all images are real.</li> <li>Using an iPad to take a photo.</li> <li>Composing and capturing good photos.</li> <li>Making suggestions on how to improve my photo.</li> <li>Using tools to change an image.</li> <li>Saying what the best lighting source is for a photo I retake.</li> <li>Using the autofocus to make an object in the photo stand out.</li> <li>Identifying someone who can help me, if something happens online without my consent.</li> </ul>	<ul style="list-style-type: none"> <li>The internet is a global network of networks.</li> <li>The importance of keeping networks safe.</li> <li>The internet is used to provide many services.</li> <li>The World Wide Web is the part of the internet that contains websites and web pages.</li> <li>Routing is a way of getting from one place to another.</li> <li>The internet is connected by lots of routers.</li> <li>Files can be shared on the internet.</li> <li>The internet can be used to send emails.</li> <li>A web address is made up of WWW and a domain name.</li> <li>The end of a web address can tell you where it originates from.</li> <li>Most websites are hosted in large data centres.</li> <li>There are different types of web browsers.</li> <li>Websites and their content are created by people and can suggest who owns the content.</li> <li>There are rules to protect content.</li> <li>Not everything on the internet is true.</li> <li>I need to think carefully before I share or re-share content online.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how information is shared across the internet.</li> <li>Discuss why a network needs protecting.</li> <li>Describe networked devices and how they connect.</li> <li>Explore a website and list what I find.</li> <li>Identify similarities and difference between web pages.</li> <li>Explain the types of media that can be shared on the World Wide Web [WWW].</li> <li>Describe where websites are stored when uploaded to the WWW.</li> <li>Describe how to access websites on the WWW.</li> <li>Recognise that I can add content to the World Wide Web.</li> <li>Explain that internet services can be used to create content online.</li> <li>Explain why some information I find online may not be honest, accurate or legal.</li> </ul>	<ul style="list-style-type: none"> <li>Digital devices must have an input, a process and an output.</li> <li>Digital devices accept inputs and produce outputs.</li> <li>The difference between an input and output device and can name examples.</li> <li>How digital devices can change the way we work.</li> <li>A computer network is a group of computing devices that exchange data and resources with each other.</li> </ul>		
<b>Vocabulary:</b> <b>Computer network:</b> a group of connected computing devices. <b>Input device:</b> putting data into a computer system. <b>Output device:</b> takes the data from a device and converts it so humans can experience it. <b>Connection:</b> linking and joining devices. <b>Digital device:</b> computer or a device with a computer inside that has been programmed for a specific task. <b>Network socket:</b> a socket allowing network. <b>Switch:</b> a device that enables multiple devices on a network to be connected together. <b>Server:</b> a computer that manages the network and stores files. <b>Wireless access point:</b> a device connected to a wider network which sends and receives wireless signals for devices with WIFI connectivity.		<b>Images:</b> 		<b>Vocabulary:</b> <b>Internet:</b> a vast network that connects computers all over the world. <b>Router:</b> enable messages to be passed between networks via switches. <b>Block:</b> restricting access to information. <b>Allow:</b> allow access to information. <b>Website:</b> a collection of pages under one name, <b>Web page:</b> a single page or document on the World Wide Web. <b>Domain name:</b> <b>Data centre:</b> large buildings full of powerful computers owned by companies such as Google, Amazon, Apple and Microsoft. <b>Web browser:</b> software that allows us to see the eb pages that we are accessing e.g. Google Chrome, Firefox, Edge <b>WWW:</b> World Wide Web		<b>Images:</b> 	

Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)