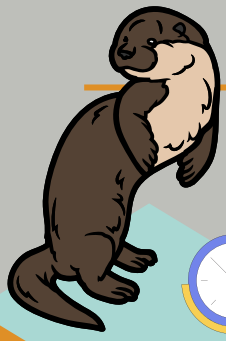




## Otter Class topic and themes overview Spring 2025



### HISTORY

#### The Vikings

Where did the Vikings come from? Where did they invade and settle? Why did they leave Scandinavia? How do we know about them? Children will work on time lines, maps, completing a quiz, and creative writing exercises. They will begin to appreciate why the Vikings were successful and to empathise with the people of Britain who experienced invasion. Children will learn about Viking traders, their routes, the items they traded and their markets by taking part in engaging classroom tasks such as a role-play trade game, a 'senses' art activity and a 'Viking Dragon's Den' challenge.



### GEOGRAPHY

#### Europe and North America

By studying explorers of the past, (Vikings) pupils will be able to locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities



### SCIENCE

#### Animals including humans and Sound

This unit 'Animals including humans' takes children through six lessons where they learn how to: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. They also learn how to identify that humans and some other animals have skeletons and muscles for support, protection and movement. Children will also learn about Sound. They will identify how sounds are made, associating some of them with something vibrating; recognize that vibrations from sounds travel through a medium to the ear.



### ART

#### Viking Collages

Collage- Children will create Viking collages, cutting accurately and overlapping materials. They will experiment using different colours use mosaic and montage.



### D&T

#### Structures- castles

Children will recognise that a castle is made up of multiple 3D shapes. They will design a castle with key features which satisfy a given purpose. They will utilise skills to build a complex structure from simple geometric shapes. And finally evaluate their work by answering simple questions.



### RE

#### Hindus

What do Hindus believe that God is like? Children will learn about Hindus, and will identify some Hindu deities and say how they help Hindus describe God. They will make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.



### PSHE

#### Health & Wellbeing

Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma. Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.



### COMPUTING

#### Information Technology

Pupils will develop their understanding of various aspects of using a computer to create and manipulate text. Children develop their research, word processing, and collaborative working skills whilst learning how web pages and web sites are created, exploring how to change layouts, embed images and videos and link between pages.



### MUSIC

#### Body and turned percussion

Children will identify the structure of a piece of music and have an idea as to when there is one layer in a piece of music and when there are two. They will play a sequence in the correct order in time with their partner, and have two contrasting rhythms being played together, two different melodies being played together, and a complete piece of music with four different layers with an appropriate structure.

For more detailed information on the learning for each subject, please ask your teacher or see the subject learning objectives sheet.



# Our LKS2 Subject Learning Objectives this term:



## History

### Vikings

#### Chronological Knowledge

•Yr 3: Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while

•Yr 4: Can talk about three periods of time

#### Historical Enquiry

•Yr 3: Children make simple deductions about what text means based on what is included

Yr 4: Begins to think of reasons why a source might be unreliable e.g., view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders

#### Interpretations

•Yr 3: Can identify differences between versions of the same event e.g. the video gives a different view to what we have just read.

Yr 4: Can understand that people create different versions of the past for different audiences and therefore might give a different emphasis



## Science- Animals including humans

### Year 3

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

### Year 4

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

### Sound

All pupils:

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases



## Geography

### Europe & N.America

#### Contextual Knowledge

- I can name some countries in the Northern and Southern Hemispheres and close to the Equator.
- I can identify the position of Prime/Greenwich Meridian.
- I can identify different time zones.

#### Understanding

### Yr 3

- I can describe the climate(s) surrounding the equator.
- I can state which photographs were taken close to the Equator and further away.

### Yr 4

- I can explain the significance of longitude and latitude.
- I can explain the significance of the Tropic of Cancer and the Tropic of Capricorn.

#### Geographical Enquiry

### Yr 3

- I can use an atlas to build knowledge of the wider world.
- I can use symbols and a key on maps and O.S. maps to build knowledge of the wider world.
- I can use symbols and a key to build knowledge the wider world.

### Yr4

- I can use eight points of a compass to build knowledge of the wider world.
- I can use 6 figure grid references to build knowledge of the wider world.

## Religious education

### Hinduism

#### Year 3 & 4:

#### Make sense of belief:

- Identify some Hindu deities and say how they help Hindus describe God
- Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God
- Offer informed suggestions about what Hindu murtis express about God.

#### Understand the impact:

- Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)
- Identify some different ways in which Hindus worship

#### Make connections:

- Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today
- Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.



## PSHE

### Mental wellbeing

- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

### Physical and mental fitness

- The characteristics and mental and physical benefits of an active lifestyle
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).

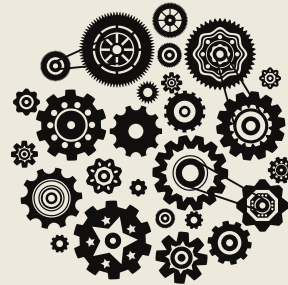
### Diet & Nutrition

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

## Design & Technology

### Pneumatic Mechanisms

- Draw accurate diagrams with correct labels, arrows and explanations.
- Correctly identify definitions for key terms.
- Identify five appropriate design criteria.
- Communicate two ideas using thumbnail sketches.
- Communicate and develop one idea using an exploded diagram.
- Select appropriate equipment and materials to build a working pneumatic system.
- Assemble their pneumatic system within the housing to create the desired motion.
- Create a finished pneumatic toy that fulfills the design brief.



## Computing

### Information Technology

#### Year 3

- Know how to log in to computer system as themselves and can find their documents (personal drive)
- Know how to open shared documents and pictures.
- Know how to use software to create a simple brochure or poster. Publisher or Pages
- Know how to sequence and add to slides to make a simple presentation Keynote, Powerpoint, iMovie
- Create a meaningful document that contains both pictures and text

#### Year 4

- Know how to save a document in a shared folder and retrieve this to continue working on it. Computer. On an iPad work could be shared by Airdrop or equivalent.
- Know how to organise their personal folder effectively for instance by organising work into folders for each year at school
- Know how to change font size and style; include shapes and backgrounds and to use the Spellcheck function
- Know how to use sequence to create an effective presentation or video Keynote, Powerpoint or iMovie.
- Know how to deliver a simple presentation to their peers



## Art

### Collage I can:

- cut very accurately and overlap materials
- experiment using different colours
- use mosaic and montage

### Line

#### Year 3

- Understand how line can be affected
- by the nature of the range of tools
- used.
- Make decisions about which tools to
- select for the type of line required

#### Year 4

- Make choices of tool, based on the
- quality of the lines they produce –
- width, depth, feel
- Consider the type of line used in the
- motif. How does this help the motif to
- tessellate?

## Music:

### Children will be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical
- instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn
- from different traditions and from great composers and musicians
- develop an understanding of the history of music.

