



## What I will learn:

- \*To explore what we know about kings, queens and royalty.
- \*To explore why we have a king or queen and what they do for us.
- \*To find out about the life of Queen Elizabeth the II and order key events.
- \*To find out about Queen Elizabeth and her family.
- \*To find out what the life of a queen was like.
- \*To find out why she was a significant queen.

## HISTORY - Autumn 1

### Who was Queen Elizabeth II

### Why was she significant?



## Vocabulary:

Royalty - someone who belongs to the royal family.

King / Queen - leader of a country.

Family - the people related to us such as children, sisters and brothers.

Time line - to order events or people from oldest to youngest.

Significant - to be important in some way.

## What I will learn:

\*To label the countries of the UK and the surrounding waters.

\*To identify the flags belonging to each country of the UK.

\*TO understand how the flags of the UK are combined to create the union flag.

\*To explore some details about each country of the UK ie capital city, physical features, famous landmarks.

\*To compare the different countries and explain similarities and differences between them.

## GEOGRAPHY - Autumn 2

### What do we know about the United Kingdom?



## Vocabulary:

United Kingdom - the 4 countries that make up our country.

Flag - the national sign of a country.

Union flag - the combined flag of the countries of the UK.

Physical features - the natural features found in an area or country.

Human features - the man-made things found in an area of country.

Compare - to say what things are similar or different between different places.

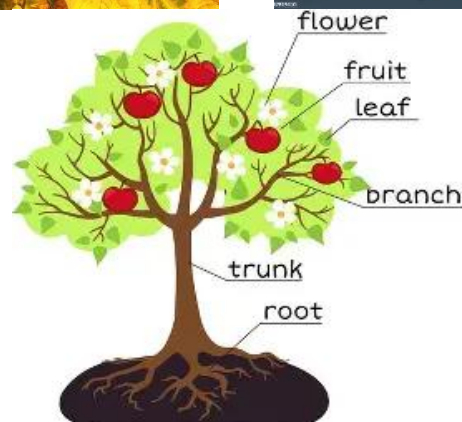
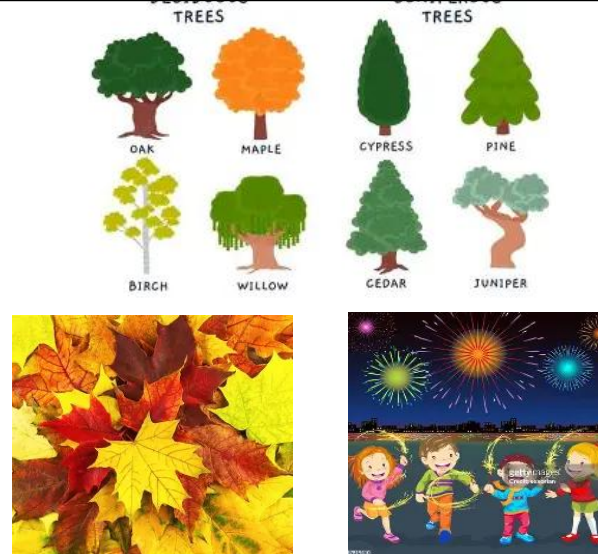
## What I will learn:

- \*To use a tree spotter chart to identify trees within the school grounds.
- \*To explore leaves in autumn - compare, sort, observe
- \*To label parts of a tree and discuss function of each part.
- \*To collect, observe, sort and compare seeds of different trees.
- \*To understand the difference between deciduous and evergreen
- \*To record the weather throughout one month and observe, compare, create graphs of the different weathers.
- \*To understand changes in day length - link to dark festivals ie firework night.
- \*To understand the clothing we wear to be seen during longer night times.
- \*To understand the clothing we wear due to changing weather during autumn.

## SCIENCE - Autumn 2

### PLANTS

#### Seasonal change Autumn



## Vocabulary:

Autumn - the season of the year in September, October and November.

Collect - to find things that are similar and create a collection.

Observe - to look at things, what they look like, parts they have, things they do.

Compare - to say what is similar and different between different things.

Deciduous - a tree / plant that loses its leaves over the winter.

Evergreen - a tree / plant that keeps its leaves over the winter.

Weather - what it is like outside ie rain, sun, wind.

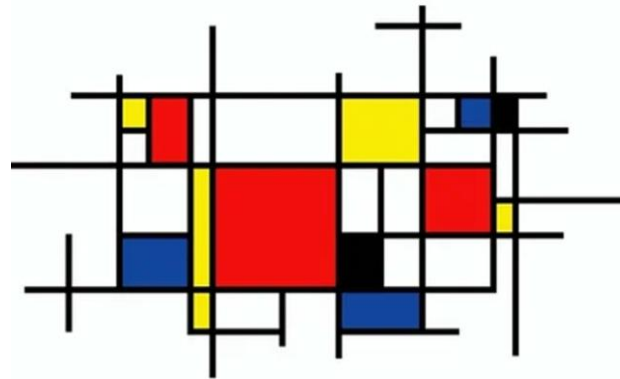
## What I will learn:

- \*To explore patterns we see around us in school, nature, clothing, etc
- \*To explore creating patterns using beads, shapes, printing, colours.
- \*To explore drawing patterns in Zentangle style.
- \*To create own work in the style of Zentangle.
- \*To find out about the artist Piet Mondrian, his life and his work.
- \*To create own work in the style of Piet Mondrian.

## ART - Autumn 1

### PATTERN

Piet Mondrian  
Zentangle



## Vocabulary:

Pattern - a sequence of repeating shapes, colours or lines.

Repeating - to use colours or shapes over again in a set order to create a pattern.

Zentangle - a style of creating pictures using different patterns using pen or pencil.

Piet Mondrian - a Dutch artist who pioneered abstract art using lines and blocks of colour.

Abstract art - using shapes and colours to show thoughts, emotions and ideas.

## What I will learn:

\*To explore different towers, the materials they are made from, the way they are constructed, etc

\*To explore creating towers using different materials ie building blocks, lego to see how we can make them the tallest possible.

\*To explore creating towers using marshmallows and toothpicks / straws / rolled up newspaper to follow a set design for a tower.

\*To work in small groups to design own tower and select suitable materials.

\*To work in a group to create own tower.

\*To evaluate own and others towers and discuss good things, improvements, etc.

D T - Autumn 2

## STRUCTURES

Can you build a tower?



## Vocabulary:

Tower - a tall structure.

Materials - things we can use to create our own structure.

Joins - to attach different materials together.

Strength - to explore how strong something is.

Explore - to try different techniques and materials to find out which they prefer.

Design - to plan their tower with others and say how it will look and materials to be used.

Create - to construct a tower following the design plans.

Evaluate - to say what they like / do not like and why about their own and others constructions

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