

**DT: Knowledge:**

- Understand and explain how to apply the principles of a healthy and varied diet
- Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world
- Know that seasons may affect the food available
- Understand how food is processed into ingredients that can be eaten or used in cooking
- Compare foods grown and prepared in countries within Europe and describe their differences

**Skills:**

- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
- How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

**Key Vocabulary:** ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble

**Art: Knowledge:**

- Know about great artists, craft makers and designers
- Name famous artists in Europe (Claude Monnet, Vincent Van Gogh, Pablo Picasso and Leonardo Da Vinci )
- Identify the art forms demonstrated by Claude Monnet, Vincent Van Gogh, Pablo Picasso and Leonardo Da Vinci.
- Identify the art form influences by famous artists in Europe.
- Understand the historical and cultural development of their art forms.

**Skills:**

- Evaluate and analyse creative works using the language of art, craft and design
- Build on previous work with colour by exploring intensity Introduce acrylic paint
- Explore using limited colour palettes
- Investigate working on canvas experiment with colour in creating an effect
- Mark make with paint (dashes, blocks of colour, strokes, points)
- Develop fine brush strokes

Key Vocabulary: Purpose Manipulate Dry media Wet media Digital media Independent Research Range Sources Test Atmosphere Representation Engaging Consistent Inconsistent Delicate Flowing Vibrant Colour match Colour mix Warm colours Cold colours Complementary colours Contrasting colours Poly bricks Relief Repetition Resist Inks Layers Overlay



**Unit of Enquiry Subject**

**Knowledge and Skills Overview**

**Title: European Expedition**

**Year Groups: UKS2**

<u>Focus Drivers:</u>	<u>Focus Spirituality Capacities</u>
<ul style="list-style-type: none"> <li>- Disagreeing well and challenging respectfully</li> <li>- Critical thinking, problem solving and reasoning</li> <li>- Awareness of the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>- Connection and belonging</li> <li>- Curiosity and mystery</li> <li>- Prayer and worship</li> </ul>

**Key Questions:**

**Art:**

Who is Vincent Van Gogh? What art medium did Van Gogh explore? What method/ process did he use in his paintings? What materials did he use? How has his art impacted the art world today? What emotions are represented in each of his paintings?

**Geography:**

Where is Europe? What countries are a part of Europe? What is the difference between Europe and the EU? Can you identify the capital cities and flag of European countries?

**Vehicle for Learning:**

Link and learn- 'A night in Europe'

**Key Text:**

Overheard in a Tower Block – Joseph Coelho  
Van Gogh – Mellissa McQuillan  
Van Gogh and Gauguin, The Studio of the South

**Geography:**

**Knowledge:**

- Name the countries in Europe and be able to locate them on a world map.
- Identify each country in Europe and identify their flags and capital cities
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country

**Skills:**

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages

**Key Vocabulary:** Human features, physical features, United Kingdom, Europe, landmarks, physical characteristics, human characteristics, compare, contrast, similarities, differences, locate, identify

**English:** Our focus text for this half term is, *Overheard in a Tower Block*, by Joseph Coelho. The children will be exploring figurative language used in poetry. They will be creating their own poetry describing what it is like to look out of windows around Europe.

Children will develop their literacy skills by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Discuss and evaluate how poets use language, including figurative language, considering the impact on the reader
- Using a range of figurative language features to create imagery and emotion
- Learning a wider range of poetry by heart

## Maths:

**Geometry:** By the end of this unit children will be able to:

Identify 3-D shapes, including cubes and other cuboids, from 2-D representations ; know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles ; draw given angles, and measure them in degrees (o ) ; identify: ; angles at a point and one whole turn (total 360o ) ; angles at a point on a straight line and 2 1 a turn (total 180o ) ; other multiples of 90o ; use the properties of rectangles to deduce related facts and find missing lengths and angles ; distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

**RE: Unit question: Why do some people believe in God and some people not?**

**By the end of this unit children will be able to:**

### Make sense of belief:

- Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs
- Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from
- Give examples of reasons why people do or do not believe in God

### Understand the impact:

- Make clear connections between what people believe about God and the impact of this belief on how they live
- Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)

### Make connections:

- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging
- Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not
- Make connections between belief and behaviour in their own lives, in the light of their learning.

**Science: *Living things and their habitats***

### Knowledge:

- Identify parts of a flower.
- Give one difference between sexual and asexual reproduction.
- Describe ways plants can be pollinated.
- Identify plants that reproduce asexually.
- Describe ways to grow new plants other than from seed.
- Identify the stages in the process of sexual reproduction.
- Identify different types of mammals.
- Give three facts about Jane Goodall.
- Describe threats faced by chimpanzees.
- Identify familiar animals that undergo metamorphosis.
- Order the stages of the life cycles of mammals, birds, insects and amphibians.

### Skills

- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics

### Key vocabulary

- Sexual, asexual, reproduction, gamete, cell, pollen, ovule, fusion, fertilisation, pollination, gamete, male, female, sperm, ovum, penis, vagina, fertilise, pregnancy, gestation, montreme, marsupial, young, family tree, chimpanzee, Jane Goodall, life cycle, endangered, extinct, metamorphosis, amphibian, insect, transform, larvae, pupa, nymph, egg.

## PE: Rounders

Pupils will develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They will learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils will have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will work with a partner and group to organise and self-manage their own games. Pupils will play with honesty and fair play when playing competitively.

## French: Meet My Family:

### Learning Objectives:

- To identify and introduce some of their relations
- To name some common pets
- To recognise some rooms in their home
- To consider whether nouns are masculine or feminine
- To make new sentences by substituting other vocabulary appropriately
- To ask and answer simple questions