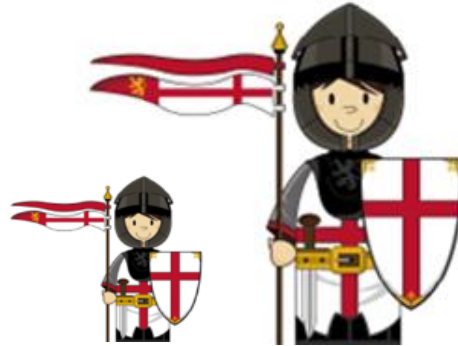


Knights Templar Community Church School



Work at it with all your heart

KS2 Curriculum Overview Year B

Completed: 17/9/2023

Updated: 02/03/2024

Contents:

Overview

Computing

DT

Geography

History

MFL

Music

PE

PSHE

RE

Science

Learning Themes:	Were Vikings Raiders or Traders?		What is it like in Scandinavia?	Why was the Roman Empire so big?	How is Exmoor different from Bath?	Where did the Tudors travel?	Why do we need to protect our rainforests?		
	A1		A2	Sp1	Sp2	Sm1	Sm2		
English	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry
	<p>Stories about different worlds</p>  <p>Outcome Assessment - to write their own end chapter of the book how to train a dragon.</p>	<p>Non Chronological reports.</p>  <p>Outcome Assessment- to produce an e-book all about Vikings- a non-chronological report..</p>	<p>Poems – imaginary.</p>   <p>Outcome Assessment write a poem, using the structure of an original example</p>	<p>Stories in Familiar settings</p> <p>Gangsta Granny</p> 	<p>Comparing places</p> <p>The Comet by Joe Todd-Stanton</p> 	<p>Poetry around the World</p> <p>Let's Celebrate edited by Debjani Chatterjee and Brian D'Arcy</p> <p>And celebrate local sea shanties</p> 	<p>Stories that Raise Issues</p> <p>The Explorer by Katherine Rundell, Journey by Aaron Becker</p>  	<p>Persuasive writing - Letter</p> <p>Save the Rainforests!</p> 	<p>Rainforest (Senses) Poetry</p> 

Maths	<p><i>Number: Place Value</i></p> <p><i>Number: Addition and Subtraction</i></p>	<p><i>Number: Multiplication and Division</i></p> <p><i>Measurement: Length and Perimeter (4)</i></p>	<p><i>Number: Multiplication and Division</i></p> <p><i>Measurement: Money (3)</i></p> <p><i>Area (4)</i></p> <p><i>Statistics (3)</i></p>	<p><i>Number: Fractions</i></p> <p><i>Measurement: Length and Perimeter (3)</i></p> <p><i>Number: Decimals (4)</i></p>	<p><i>Number: Fractions (3)</i></p> <p><i>Decimals (4)</i></p> <p><i>Measurement: Time</i></p> <p><i>Money (4)</i></p> <p><i>Statistics (4)</i></p>	<p><i>Geometry: Properties of shape</i></p> <p><i>Measurement: Mass and Capacity (3)</i></p> <p><i>Geometry: Position and Direction (4)</i></p>
Geography		<p>Europe</p> <p>A study of Scandinavia</p>		<p>UK</p> <p>A comparison of Exmoor and Bath</p>	<p>International</p> <p>Amazon Rainforest</p>	
History	<p>Vikings</p>		<p>A Local Study of the wonderful place in which we live</p>			<p>The Tudors</p> <p>Exploration focus</p>
Art	<p>Create a sculpture based on Viking mythology</p> <p>Design and paint own tree of life, based on Viking God Odin.</p>			<p>Famous Artists</p> <p>Banksy (Bristol Artist)</p>	<p>Brazilian Artists</p> <p>Romero Britto</p> <p>Replicate the style using Rainforest animals</p>	

	Vikings make their mark: runes and alphabet					
Design Technology		Christmas Stocking Can I design and sew a Christmas stocking?	Animal Feeder Can I design and make an automatic feeder for an animal?			Tudor Food Recipes Can I design and make my own Tudor feast?
Science	States of matter What is the matter?	Electricity- Electric Personalities	Sound- Sound Spectacular	Habitats- A World of Living Things	Animals including Humans – The Circle of Life	Living things and their habitat Habitat Helpers
Computing	On Line Safety: Can I be kind and responsible? Programming: Can I use Hopscotch? Programming: Can I create a game in Kodu? TIOL: Can I share my ideas on Padlet?		On Line Safety: Can I be safe? Handling Data: Can I investigate sounds? TIOL: Can I scan and create a QR code? Multimedia: Can I use effects to change images?		On Line Safety: Can I be healthy? Handling Data: Can I make a branching database? Multimedia: Can I combine text, graphics and sounds?	
Music	*This little light of mine	*My fantasy football team	*The doot doot song	*Fanfare for the common man *Spain	*Global pentatonics	* Favourite song

<i>*suggested songs</i>					<i>*The Horse in motion</i>	
PE	Unit 1: Personal Persevere with a task to improve performance.	Unit 2: Social Cooperate with others and give feedback. Be patient and support others.	Unit 3: Cognitive Spatial awareness Attacking and defending. Similarities and differences.	Unit 4: Creative	Unit 5: Physical	Unit 6: Health and Fitness
RE	AMV Unit 5: What do Christians believe about God?	AMV Unit 5: What do Christians believe about Incarnation?	AMV Unit 1: What do Jewish people believe about G-D and the Covenant and Torah?	Methodist Unit: Warm Hearts What happened after Jesus' death?	AMV Unit 2: What do Muslim people believe about Islam and Iman?	Methodist Unit: Warm Hearts How do Christians use music in worship to express a variety of idea and feelings to God and about God?
PSHE/SRE	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
MFL-French	How old are you? Quel-age as-tu?	Brothers and sisters	Do you have a pet? As-tu un animal?	Colours Les couleurs	Months of the year and days of the week	Weather Quel-temps fait-il?

		As-tu des freres et des soeurs?		Numbers 13-31 Les Nombres de 13 a 31	Les mois de l'annee et les jours de la semaine	
British Values	Tolerance of those with difference faiths and beliefs.	Mutual respect	Rule of law Democracy Individual Liberty	Mutual Respect	Democracy	Individual liberty
Trips/Visits				Watchet train station- trip to Minehead. Watchet beach		
Special Events	Harvest	Christmas		Sea shanty sing song at the quay	Local stories read by local people Easter	Visit to Watchet's beach to observe the changing coastline.

KS2 Year B Computing	Autumn	Spring	Summer
Knowledge statements = National Curriculum	<p><i>Online Safety – Can I be kind and responsible?</i></p> <p>Knowledge To use technology safely, respectfully and responsibly;</p>	<p><i>Online Safety – Can I be safe?</i></p> <p>Knowledge To use technology safely, respectfully and responsibly;</p>	<p><i>Online Safety – Can I be healthy?</i></p> <p>Knowledge To use technology safely, respectfully and responsibly;</p>

<p>Skills statements = ELiM plans</p>	<p>To recognise acceptable/unacceptable behaviour; To identify a range of ways to report concerns about content and contact.</p> <p><u>Skills</u> To describe the ways that people get bullied when they use different technologies and consider what I post; To use search tools to find appropriate information and decide whether I can trust it.</p> <p>Programming - Can I use Hopscotch?</p> <p><u>Knowledge</u> To know how to design, write and debug programs that accomplish specific goals.</p> <p><u>Skills</u> To use a variety of tools to create a program;</p>	<p>To recognise acceptable/unacceptable behaviour; To identify a range of ways to report concerns about content and contact.</p> <p><u>Skills</u> To participate safely and responsibly in a secure online community.</p> <p>TOIL - Can I scan and create a QR Code?</p> <p><u>Knowledge</u> To understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p><u>Skills</u> To save and retrieve work on the Internet, the school network or my own device;</p>	<p>To recognise acceptable/unacceptable behaviour; To identify a range of ways to report concerns about content and contact.</p> <p><u>Skills</u> To use age-appropriate apps, games and websites from a list I have agreed with others To make good choices about when and why I use devices.</p> <p>Multimedia - Can I combine text, graphic and sounds?</p> <p><u>Knowledge</u> To know how to use software to present information effectively.</p> <p><u>Skills</u> To give constructive feedback to my friends to help them improve their work and refine my own work; To use media to extend what I can achieve;</p>
	<p>To recognise an error in a program and debug it;</p>		

<p>Knowledge statements = National Curriculum</p> <p>Skills statements = ELiM plans</p>	<p>To use an efficient procedure to simplify a program;</p> <p>To use logical thinking to solve a problem by breaking it up into smaller parts;</p> <p>To use a sensor to detect a change which can select an action in a program;</p> <p>To recognise that an algorithm will help me sequence more complex programs.</p> <p>Programming- Can I create a game in Kodu?</p> <p><u>Knowledge</u> Know that you need to keep testing my program while I am putting it together. Know how to use logical thinking to solve an open-ended problem by breaking it up into smaller parts.</p> <p><u>Skills</u> To use a variety of tools to create a program; To recognise an error in a program and debug it; To recognise that an algorithm will help me sequence more complex programs.</p>	<p>To explain ways to communicate with others online.</p> <p>Handling Data – Can I create a soundscape?</p> <p><u>Knowledge</u> Know the difference between data and information.</p> <p><u>Skills</u> To organise data in different ways; To collect data and identify where it could be inaccurate; To use a datalogger to record and share my readings with my friends</p> <p>Multimedia- Can I use effects to change images?</p> <p><u>Knowledge</u> Know that technology can be used to create text, images and sounds.</p> <p><u>Skills</u></p>	<p>To use photos, video and sound to create an atmosphere when presenting to different audiences;</p> <p>To explore new media to extend what I can achieve;</p> <p>To give constructive feedback to my friends to help them improve their work and refine my own work;</p> <p>To use an appropriate tool to share my work and collaborate online.</p> <p>Handling Data- Can I make a branching database?</p> <p><u>Knowledge</u> Know a database can be used to collect, organise and sort information.</p> <p><u>Skills</u> To talk about the different ways data can be organised; To search a ready-made database to answer questions; To collect data to help me answer a question;</p>
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	<p><i>TOIL: Can I share my ideas on Padlet?</i></p> <p><u>Knowledge</u> <i>Know that information on the world wide web needs to be checked for reliability,</i></p> <p><u>Skills</u> <i>To tell you whether a resource I am using is on the Internet, the school network or my own device;</i> <i>To identify key words to use when searching safely on the World Wide Web</i> <i>To check who owns photos, text and clipart.</i></p>	<p><i>To create different effects with different technology tools;</i> <i>To combine a mixture of text, graphics and sound to share my ideas and learning;</i> <i>To evaluate my work and improve its effectiveness.</i></p>	<p><i>To add to a database;</i> <i>To make a branching database.</i></p>
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DT KS2 Year B		KS2	End of lower KS2 expectations
Design	<p>Year B</p> <p><i>*knows how to use research for design ideas</i></p> <p><i>* knows how a design meets a range of requirements and is fit for purpose</i></p> <p><i>*knows how to begin to create own design criteria</i></p>	<p><i>*Knows how to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i></p> <p><i>*Knows how to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-</i></p>	

	<p><i>*knows at least one idea about how to create a product and suggest improvements for design. *knows how to produce a plan and explain it to others</i></p> <p><i>*knows how realistic plan is</i></p> <p><i>*knows how to use an annotated sketch</i></p> <p><i>*knows how to make and explain design decisions considering availability of resources</i></p> <p><i>* knows and explains how product will work</i></p> <p><i>*knows how to make a prototype</i></p> <p><i>*knows how to begin to use computers to show design</i></p>	<p><i>sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</i></p>
Make	<p><i>* Knows suitable tools and equipment, explain choices in relation to required techniques and use accurately</i></p> <p><i>*Knows how to select appropriate materials, fit for purpose; explain choices</i></p> <p><i>* Knows to work through plan in order</i></p> <p><i>* Knows if product is going to be good quality * Knows how to measure, mark out, cut and shape materials/components with some accuracy *Knows how to assemble, join and combine materials and components with some accuracy</i></p> <p><i>*Knows and uses a range of finishing techniques with some accuracy</i></p>	<p><i>*Knows how to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately *Knows how to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p>
Evaluate	<p><i>*Knows to design criteria while designing and making</i></p> <p><i>*Knows to use criteria to evaluate product</i></p> <p><i>* Knows how to begin to explain how they could improve original design</i></p>	<p><i>*Knows how to investigate and analyse a range of existing products.</i></p>

<p><i>*Knows how to evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose</i></p> <p><i>* Knows by whom, when and where products were designed</i></p> <p><i>* Knows how to research whether products can be recycled or reused</i></p> <p><i>* Knows about some inventors/designers/engineers/chefs/manufacturers of ground-breaking products</i></p>	<p><i>* Knows how to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i></p> <p><i>*Knows how key events and individuals in design and technology have helped shape the world</i></p>
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<p>Geography Locational knowledge</p> <ul style="list-style-type: none"> 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 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic 		<p>Europe A study of Scandinavia</p> <p><i>Recap/learn: where equator and tropics of cancer and Capricorn are</i></p> <p>Session 1: What/where is Scandinavia? <i>KN: Know what the Scandinavian countries are (Denmark, Norway, Sweden)</i> <i>KN: Know where they are on a globe and in relation to the UK.</i> <i>KN: Know how to find the UK and Scandinavian countries on different maps (physical, climate and topography maps)</i></p>		<p>UK A comparison of Bath and the Exmoor</p> <p><i>Recap/learn: Latitude and longitude</i></p> <p>Session 1: What is it? <i>KN – Know that Bath is a city in the UK</i> <i>KN – Know that Exmoor is a national park</i> <i>KN – Know that a national park is protected natural beauty, wildlife, and cultural heritage</i></p> <p>Session 2: Where is Bath and Exmoor? <i>KN – Know where Bath and Exmoor are on a map</i></p>		<p>International Amazon rainforest</p> <p><i>Reca/learn: Locate Amazon in reference to UK using compass directions</i></p> <p>Session 1: Where is it? <i>KN: Know how to use maps to locate the Amazon rainforest</i> <i>KN: Recap longitude and latitude</i> <i>KN: Know the meridian time zone of the Amazon</i></p> <p>Session 2: What makes a rainforest? <i>KN: Know the structure of the rainforest</i></p>
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<p>and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution 		<p>Session 2 Can we get technical? KN: Know/recap where Scandinavia/UK is on a map and globe KN: Know the longitude and latitude of Scandinavia and the UK <i>KN: Know where the countries lie in relation to the equator and tropics of cancer and Capricorn. Make link to climate.</i></p> <p>Session 3 How does it compare? Compare UK city with Scandinavian city (Bristol with Gothenburg)</p>		<p>KN – Know where to locate them on a globe <i>KN – Know the information that can be learned by different maps (political, topography, physical, thematic etc.)</i></p> <p>Session 3: How does the human geography compare? KN – Know what the human geography of Bath is KN – Know what the human geography of Exmoor is KN – Know how the human geography of Bath</p>		<p><i>KN: To know the different layers of the rainforest</i> KN: To know the unique ecosystems of each layer</p> <p>Session 3: Why does deforestation happen? <i>KN: Know what deforestation is</i> KN: Know the key causes of deforestation KN: Know the impacts of deforestation on biodiversity</p> <p>Session 4: What are the impacts of deforestation? KN: Know the environmental impact of deforestation</p>
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<p>of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 		<p>KN: Know the population of both cities (Gothenburg 600,000 Bristol 430,000)</p> <p>KN: Know that Sweden is a bordered country but GB is an island</p> <p>KN: Know the importance of building a city around a river – (Bristol and Gothenburg both sit around a river)</p> <p>Session 4 – What's it like? Cont.</p> <p>KN: Know how the climate is similar/different in both cities</p> <p>KN: Know how the biomes of each city are similar/different (a</p>		<p>and Exmoor compare.</p> <p>Session 4 – How does the physical geography compare?</p> <p>KN – Know what the physical geography of Bath is</p> <p>KN – Know what the physical geography of Exmoor is</p> <p>KN – Know how the physical geography of Bath and Exmoor compare.</p> <p>Session 5 – Why are they so different?</p> <p>KN – Know that Exmoor has not been built upon</p>		<p>KN: Know how deforestation contributes to global warming.</p> <p>Session 5: Surely there's no more threats?</p> <p>KN: Know about the threats to the rainforest</p> <p>KN: Know the human impacts on the rainforest e.g. mining, urbanisation</p> <p>Lesson 6 – What have I learned?</p> <p>Assess knowledge recall and use this lesson to fill in any gaps throughout the topic</p> <p>Skills</p>
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		<p><i>geographic area defined by its climate, vegetation, and animal life)</i> KN: Know how many lakes are in each country</p> <p><i>Session 5 - why do people visit?</i> Compare tourism –</p> <p><i>KN: Know what landmarks are in Gothenburg (Liseberg, the Haga district, and the Feskekörka market)</i></p> <p><i>KN – Know what landmarks are in Bristol (SS Great Britain, Bristol Cathedral, Clifton Suspension Bridge)</i> KN: Know the importance of</p>		<p><i>because it is protected</i> KN- Know that Bath is a city and what that means for the human geography KN – Know that Bath has been built up because of the River Avon <i>KN – Know and discuss the reasons of physical geography for why one became a city and one has stayed countryside.</i></p> <p><i>Lesson 6 – What have I learned?</i> Assess knowledge recall and use this lesson to fill in any gaps throughout the topic</p>		<p>SK – Locational: Locate South America on a map.</p> <p>SK – Locational: Identify key topographical features using a map</p> <p>SK – Human: distribution of natural resources, types of settlement and land use.</p> <p>SK – Physical: climate zones, biomes, rivers.</p> <p>SK – Geographical and fieldwork: use maps, atlases, globes and digital mapping to locate the rainforest and describe the features.</p>
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tourism on the city including financial gain
KN: Know and discuss why people want to visit the cities

Lesson 6 – What have I learned?

Assess knowledge recall and use this lesson to fill in any gaps throughout the topic

Skills

SK – Locational: locate world countries on a map focusing on Europe (Scandinavia and UK)

SK – Locational Identify position and significance of

Skills

SK – Locational: locate UK on a map particularly, Bristol and Exmoor

SK – Locational Identify position and significance of latitude, longitude,

SK – Locational: Understand key topographical features and land-use patterns.

SK – Place: Understand geographical similarities and differences of 2 local cities

SK – Human and Physical: Identify

		<p>latitude, longitude, Equator, Tropics of Cancer and Capricorn.</p> <p>SK – Locational: Understand key topographical features and land-use patterns.</p> <p>SK – Place: Understand geographical similarities and differences of a region in UK (Bristol) to a European country (Scandinavia – Gothenburg)</p> <p>SK – Human and Physical: Identify human and physical geography of each place studied.</p>		<p>human and physical geography of each place studied.</p> <p>SK – Geographical and fieldwork: Use maps, atlases and globes and computer mapping to locate countries.</p> <p>SK – Geographical and fieldwork: use the eight compass points.</p> <p>Use fieldwork to observe, measure, record, and present the human and physical geography in a local area by comparing it to Bath and Exmoor</p>	
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SK – Human and Physical: Identify how the climate is different to that of ours

SK – Physical: Understand the physical geography including mountains, volcanoes and earthquakes.

SK – Geographical and fieldwork: Use maps, atlases and globes and computer mapping to locate countries.

SK – Geographical and fieldwork: use the eight compass points.

By the end of Year B, learners will know where Scandinavia, Bath and the Amazon are on a map and describe human and physical features of the locations. They will study a city in Scandinavia and compare it with one of similar size in the UK. They will understand that countries can be made of range of environments with different climatic zones. They will know what life exists in the Rainforests and the key features of this ecosystem They will be able to use specific vocabulary to describe rainforests and have an understanding of the threats facing this ecosystem.

KS2 Year B History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the achievements of the earliest civilizations – an 	<p>Vikings</p> <p><u>Knowledge</u></p> <p>3/4 KN: Know where to plot on a timeline when the Vikings invaded/Viking era</p> <p>3/4 KN: Know how to locate on a map where The Vikings came from and where they entered the UK</p> <p>3/4 KN: Know who the Vikings were, where they came</p>		<p>A Local Study of the wonderful place in which we live</p> <p><u>Knowledge</u></p> <p>3/4 KN: Know key factors which make Watchet so significant (Ancient Mariner, Yankee Jack, harbour town etc)</p> <p>3/4 KN: Know how to create a narrative of the history of Watchet over time, referring to key historical</p>			<p>The Tudors</p> <p>Exploration focus</p> <p><u>Knowledge</u></p> <p>3.4 Know who the Tudors were and recognize the significance of key monarchs, such as Henry VIII and Elizabeth I.</p> <p>3/4 Know how the Tudor period shaped England's social and cultural development,</p>

<p>overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<p>from and why they invaded (recognising that lack of farmland pushed them towards raiding.)</p> <p>3/4 KN: Know what fuelled Viking invasions to Britain. Know what war tactics Vikings used, including weapons, attitudes and the effectiveness of the longships.</p> <p>3/4 KN: Know what it was like to live and grow-up in Viking settlements, looking at houses, clothes, families, food, Norse mythology etc.</p> <p>3/4 KN: Know how Alfred the Great</p>		<p>3/4 KN: Know how to create a timeline for Watchet, plotting on its key historical points</p> <p>3/4 KN: Know what life was like in Watchet as a coastal port throughout time.</p> <p>Know what made Watchet a thriving, significant port.</p> <p>3/4 KN: Know the key developments that took place- changing technology, religion, travel; communities become larger and more connected; How might these have affected everyday life? With a focus on Watchet</p>			<p>including religion and society.</p> <p>3/4 Know what life was like during Tudor times, covering aspects of daily life, food, clothing, and social hierarchy.</p> <p>3/4 Know why exploration was important to the Tudors, including their desire to expand trade, gain wealth, and find new resources.</p> <p>3/4 Know about key Tudor explorers, such as Sir Francis Drake and John Cabot, and understand their</p>
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	<p>against Viking rule (leading to the division between England and the Danelaw); the English reconquest (the defeat of Eric Bloodaxe in 954 and the establishment of a single Kingdom of 'England'.); Ethelred, the Danegeld and the invasion of King Canute.</p> <p>3/4 KN: Plot all of the above on an annotated timeline.</p> <p><u>Skills</u></p> <p>3/4 SK His Inter: Investigate different accounts of historical events and be able to explain</p>		<p>port and Watchet Railway.</p> <p>3/4 KN: Know how the railway has changed over time. Know why it was so important in the local area, for industry and tourism. (Possible walk down to the train station to investigate evidence of existing past parts still there)</p> <p><u>Skills</u></p> <p>3/4 SK His Inv: Use a range of sources to find out about the past</p> <p>3/4 SK His Inv: regularly address</p>			<p>achievements and discoveries.</p> <p>3/4 Know the impact of Tudor exploration on both England and the places they visited, including changes in trade, knowledge of geography, and relationships with other countries.</p> <p><u>Skills</u></p> <p>3/4 SK His Inv: Use a range of sources to find out about the past</p> <p>3/4 SK His Inv: regularly address and sometimes devise own questions to find answers about the past</p>
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	<p>some of the reasons why the accounts may be different</p> <p>3/4 SK His Inv: Begin to undertake their own research</p> <p>3/4 SK His Inv: Gather more detail from sources such as maps to build a clearer picture of the past</p> <p>3/4 SK His Inv: Construct informed responses about one aspect of life in the past through careful selection and organisation of relevant historical information</p> <p>3/4 SK Pres, org+comm: Use and understand</p>		<p>and sometimes devise own questions to find answers about the past</p> <p>3/4 SK His Inv: Begin to undertake their own research</p> <p>3/4 SK His Inv: Gather more detail from sources such as maps to build up a clearer picture of the past</p> <p>3/4 SK Chron Und: Sequence several events or historical figures on a timeline using dates</p>			<p>3/4 SK His Inv: Begin to undertake their own research</p> <p>3/4 SK His Inv: Gather more detail from sources such as maps to build up a clearer picture of the past</p> <p>3/4 SK Chron Und: Sequence several events or historical figures on a timeline using dates</p>
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	<i>appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms</i>					
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By the end of Year B:

Learners will develop a chronologically secure knowledge and understanding of British, local and world history through studies of the Vikings, Crime and Punishment through the Ages and a local study of the maritime history of Watchet. They will establish clear narratives within and across the periods they study. They will note connections, contrasts with previous areas of study and will use the appropriate historical terms. They will devise historically valid questions about change, cause, similarity and difference, and significance. They will understand how our knowledge of the past is constructed from a range of sources

MFL KS2 Year B

<i>Speaking and Listening</i>	<ul style="list-style-type: none">• <i>Know and pronounce accurately the names of some countries and towns</i>• <i>Know and sing a song from memory on a related topic</i>• <i>Know how to listen with care</i>• <i>Know and select keywords and phrases from a story</i>• <i>Know how to ask and answer simple questions with correct intonation</i>• <i>Know and remember a sequence of spoken words</i>• <i>Know how to speak clearly and confidently</i>• <i>Know how to initiate a conversation when working with a partner</i>• <i>Know numbers 13-31</i>
<i>Reading</i>	<ul style="list-style-type: none">• <i>Know words displayed in the classroom</i>• <i>Know and find additional vocabulary using a dictionary</i>• <i>Know how to read familiar words and join in with a non-fiction text / story</i>
<i>Writing</i>	<ul style="list-style-type: none">• <i>Know how to write familiar words and simple phrases from a model</i>• <i>Know and write a short email using structures learnt</i>

Knowledge about languages	<ul style="list-style-type: none"> • Know the main core structures and begin to use some actively. • Know phonemes that are the same as or different from English or other languages they know
Knowledge about the culture of France	<ul style="list-style-type: none"> • Know counties where French is spoken • Know aspects of lifestyle in France e.g. food or leisure activities • Know weather patterns of France

KS2 Year B Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> • Knows how to perform a single part of an ensemble rhythmically • Knows how to sing songs from memory with increasing expression, accuracy and fluency • Knows how to improvise using repeated patterns with increasing accuracy and fluency 	<ul style="list-style-type: none"> • Knows notations can be used to record and interpret sequences of pitches • Knows notations are used to record compositions in a small group or on their own • Knows how to use notation in performance 	<ul style="list-style-type: none"> • Knows why silence is used in a piece of music and say what effect it has • Knows and identifies the character of a piece of music • Knows and identifies the different purposes of music • Knows and uses musical words (pitch, duration, dynamics, tempo) to describe a piece of music and composition
<p style="text-align: center;"><i>Listening</i></p> <ul style="list-style-type: none"> • Knows and uses a wider range of musical vocabulary 		

<ul style="list-style-type: none"> • Knows how the interrelated dynamics of music are used by composers to create different moods and effects • Knows the cultural and social meaning of lyrics • Knows and appreciates harmonies, drone and ostinato • Knows sounds are combined towards certain effects • Knows the relationship between lyrics and melody 		
KS2 Year B – Greater Depth		
<ul style="list-style-type: none"> • Knows and uses selected pitches simultaneously to produce simple harmony 	<ul style="list-style-type: none"> • Knows and uses sets of pitches, e.g. 4 or 5 note scales • Knows how dynamics provide contrast 	<ul style="list-style-type: none"> • Knows how a change in timbre can change the effect of a piece of music

KS2 Year B PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>♣ Use running, jumping, throwing and catching in isolation and in combination</p> <p>♣ play competitive games, modified where appropriate applying basic principles suitable</p>	<p>Unit 1 Multi-ability Cog Focus: Personal and Social.</p> <p><u>Knowledge</u> I know how to develop coordination</p>	<p>Unit 2 Multi-ability Cog Focus: Personal and Social.</p> <p><u>Knowledge</u> I know how to perform a dynamic balance</p>	<p>Unit 3 Multi ability cog focus: Cognitive</p> <p><u>Knowledge</u> I know how to perform a dynamic balance on a line.</p> <p><u>Skills</u></p>	<p>Unit 4 Multi ability cog focus Creative</p> <p><u>Knowledge</u> I know how to develop coordination by sending and receiving.</p>	<p>Unit 5 Multi ability cog focus: Physical</p> <p><u>Knowledge</u> I know how to develop agility through reaction and response.</p> <p><u>Skills</u></p>	<p>Unit 6 Multi ability cog focus: Health and Fitness</p> <p><u>Knowledge</u> I know how to develop agility through sending and retrieval.</p>

<p>for attacking and defending.</p> <p>♣ Develop flexibility, strength, technique, control and balance</p> <p>♣ Perform dances using a range of movement patterns.</p> <p>♣ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>♣ Take part in outdoor and adventurous activity challenges both individually</p>	<p>through footwork.</p> <p><u>Skills</u> (Recap and master all previous skills in KS1) 3SK: Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction. 4SK: Move in 3-step zigzag</p>	<p>by jumping and landing.</p> <p><u>Skills</u> (Recap and master all previous skills in KS1) 3SK: Jump 2 feet to 2 feet forwards, backwards and side-to-side with control. 3SK: Hop forward and backwards, freezing on landing. 4SK: Jump 1 foot to other forwards and backwards,</p>	<p>(Recap and master all previous skills in KS1)</p> <p>3SK: Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. 3SK: Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). 4SK: Lunge walk forwards,</p>	<p><u>Skills</u> (Recap and master all previous skills in KS1)</p> <p>3SK: Alternately throw and catch 2 tennis balls against a wall. 3SK: Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). 4SK: Throw 2 tennis balls against a wall in a circuit, in both directions.</p>	<p>(Recap and master all previous skills in KS1) From 1, 2 and 3 metres: 3/4SK: React and step across body, bring hand across body and catch tennis ball after 1 bounce with quick reaction and good acceleration.</p> <p><u>Knowledge</u> I know how to perform a static balance during floor work.</p> <p><u>Skills</u></p>	<p><u>Skills</u> (Recap and master all previous skills in KS1)</p> <p>3SK: Alternately throw and catch 2 tennis balls against a wall. 3SK: Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). 4SK: Throw 2 tennis balls against a wall in a circuit,</p>
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<p>and within a team. (Link to Geography)</p>	<p>pattern, lifting foot up behind just before changing lead leg and direction.</p> <p>Knowledge I know how to perform a static balance on one leg.</p> <p>Skills 3SK: Stand still on uneven surface for 30 seconds. 3SK: Complete 10 squats into ankle extensions with control. 4SK: Stand still on uneven</p>	<p>freezing on landing. 4SK: Hop sideways, raising knee and freezing on landing. 4SK: Jump 1 foot to other sideways, raising knee and freeze on landing.</p> <p>Knowledge I know how to perform a static balance while seated.</p> <p>Skills 3SK: Reach and pick up cone an arms distance away,</p>	<p>bringing opposite elbow up to a 90° angle. 4SK: Complete all red challenges with eyes closed with...</p> <p>Knowledge I know how to develop coordination through ball skills.</p> <p>Skills In 20 seconds or less: 3SK: Stand with legs apart and move ball in figure of 8 around both legs 12 times.</p>	<p>Knowledge I know how to perform a counter balance with a partner.</p> <p>Skills 3SK: Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together with controlled movements. 4SK: Stand on 1 leg while holding on to partner's opposite foot with co-ordinated movements.</p>	<p>3SK: Transfer tennis ball on and off back in a front support. 3SK: Transfer cone on and off tummy in back support. 4SK: Transfer tennis ball on and off tummy in back support with good balance.</p>	<p>in both directions.</p> <p>Knowledge I know how to perform a static balance in a stance.</p> <p>Skills 3SK: Raise alternate knees to opposite elbow 5 times. 3SK: Catch large ball thrown at knee height and above head. 4SK: Catch large ball thrown</p>
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	<p>surface for 30 seconds with eyes closed. 4SK: Complete 5 squats with eyes closed with stability.</p>	<p>swap hands and place it on the other side (both directions). 3SK: Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions). 4SK: Hold a V-shape with straight arms and legs for 10 seconds.</p>	<p>3SK: Move ball around waist into figure of 8 around both legs 10 times. 4SK: Move ball around waist and then around alternate legs 12 times. 4SK: Stand with legs apart and perform 24 criss-crosses, with and then without a bounce.</p>			<p>away from body. 4SK: Catch small ball thrown close to and away from body.</p>
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KS2 Year B PSHE

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What strengths, skills and interests do we have ?	Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	Premier League Primary Stars – Self-esteem / Resilience FPA – Growing up with Yasmine and Tom (7-9), Me, myself and I (E)
Autumn 2 How do we treat each other with respect?	Relationships Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10	<ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	Premier League Primary Stars – Play the right way / Inclusion 1decision – Being responsible / A world without judgement E Alzheimer's Society -Creating a dementia-friendly generation (KS2)

<p>Spring 1</p> <p>How can we manage our feelings?</p>	<p>Health and wellbeing</p> <p>Feelings and emotions; expression of feelings; behaviour</p> <p>PoS refs: H17, H18, H19, H20, H23</p>	<ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings 	<p>PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4)</p>
<p>Spring 2</p> <p>How will we grow and change?</p>	<p>Health and wellbeing</p> <p>Growing and changing; puberty</p> <p>PoS refs: H31, H32, H34</p>	<ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty 	<p>Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty'</p> <p>Betty – It's perfectly natural</p> <p>FPA – Growing up with Yasmine and Tom (7-9), Body care (£)</p> <p>FPA – Growing up with Yasmine and Tom (9-11), Changes at puberty (£)</p>
<p>Summer 1</p> <p>How can our choices make a difference to others and the environment?</p>	<p>Living in the wider world</p> <p>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> <p>PoS refs: L4, L5, L19, R34</p>	<ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way 	<p>Premier League Primary Stars / Sky Ocean Rescue – Tackling plastic pollution</p> <p>RSPCA - Compassionate classroom lessons</p> <p>Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation)</p> <p>1decision – Being responsible / The working world £</p> <p>Experian - Values, Money and Me (KS2)</p>

<p>Summer 2</p> <p>How can we manage risk in different places?</p>	<p>Health and wellbeing</p> <p>Keeping safe; out and about; recognising and managing risk</p> <p>PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p>	<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law 	<p>PSHE Association and GambleAware -Exploring risk (KS2)</p> <p>Google & Parentzone – Be Internet Legends</p> <p>NSPCC - Share Aware</p> <p>Islington Healthy Schools Team – DrugWise £</p> <p>FPA – Growing up with Yasmine and Tom (7-9), Is it risky? (£)</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
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<p>KS2 Year B RE</p>	<p><u>What do Christians believe about God?</u></p> <p>Know that Christians believe the Bible talks about what God is like and his relationship with people who believe in him.</p> <p>Understand what the Bible says about God as a heavenly parent (Father).</p> <p>Understand what the Bible says about God, the Holy Spirit.</p> <p>Know about the significance of the Holy Trinity.</p> <p>Know the difference between a church and a church building.</p> <p>Know how a person is welcomed into the Christian Church through baptism.</p> <p><u>What do Christians believe about Incarnation?</u></p>	<p><u>What do Jewish people believe about G-D, the Covenant and the Torah?</u></p> <p>Know that G-d first made his covenant agreement with Abraham.</p> <p>Know the story of Moses, the exodus and receiving 10 commandments</p> <p>Know that the Covenant involves being G-d's Chosen People and obeying commandments</p> <p>Know that Passover is celebration of the exodus and how it is celebrated</p> <p>Know that Jews believe in one G-d who is placed above all else</p> <p>Know about the symbolism of the Shema and Mezuzah</p> <p>Know that Jews attend the synagogue on the Sabbath</p> <p>Know what happens during a service at the synagogue</p> <p>Know how respect is shown for the Torah in the synagogue</p>	<p><u>What do Muslim people believe about Islam and Iman?</u></p> <p>Understand that Islam teaches that Muhammad told many others what the revelations were. They wrote them down and formed a book – the holy Qur'an.</p> <p>Know that Muslims believe that the Qur'an is a copy of God's holy book</p> <p>Understand that the Qur'an is treated with great respect by Muslims</p> <p>Know that God's message is known as the 'Straight Path' or the Shariah</p> <p>Understand that praying 5 times a day, which is prescribed in the Qur'an, is one way Muslims submit to the will of Allah.</p> <p><u>Methodist Unit Warm Hearts</u></p>
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	<ul style="list-style-type: none"> • Know the names that Christians use to describe Jesus. • Know about the significance of Jesus' baptism. • Know that Christians believe Jesus is the Son of God. • Know stories from the Bible of Jesus' miracles and what they say about Jesus. 	<p>Know about the Tefillin and why it is worn</p> <p>Know that the Torah is written in Hebrew</p> <p><u>Methodist Unit Warm Hearts</u></p> <p>Know the meaning behind the story of Jesus' resurrection</p> <p>Explore the idea of warmed hearts in the context of Easter Sunday</p> <p>Know that Christians believe that Jesus is alive today</p>	<ul style="list-style-type: none"> • Know music enables Christians to express their thoughts and feelings in worship • Know how to respond personally to music they have heard • Identify the significance of music to Christian communities • Know the special place music has for Methodist Christians
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KS2 Year B Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> ask relevant questions and using different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair tests. gather, recording, classifying and presenting data in a variety of ways to help in answering questions report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Use straightforward scientific evidence to answer questions or to support their findings. 	<p>States of matter – What’s the matter?</p> <p>Knowledge Know how to distinguish between a solid, liquid and gas.</p> <p>Know that some materials change state when they are heated or cooled.</p> <p>Know the temperatures at which ice, water and water vapour change state.</p> <p>Know the part played by evaporation and condensation in the water cycle.</p> <p>Skills</p>	<p>Electricity– Electric personalities</p> <p>Knowledge Know appliances that require electricity to function</p> <p>Know the basic parts of a circuit including cells, wires, bulbs, switches and buzzers</p> <p>Know that for an appliance to work within a circuit, it has to be part of a complete loop with a battery.</p> <p>Know that a switch in a circuit is a temporary break in</p>	<p>Sound– Sound spectacular</p> <p>Knowledge Know how sounds are made, associating some of them with vibrating.</p> <p>Know how sound travels from a source to our ears.</p> <p>Know the correlation between pitch and the object.</p> <p>Know the correlation between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Know that sounds get fainter as the</p>	<p>Habitats– A world of Living Things</p> <p>Knowledge Know that living things can be grouped in a variety of ways.</p> <p>Know and can name living things in a range of habitats.</p> <p>Skills Observe plants and animals in different habitats throughout the year and use recordings to compare and contrast the living things observed.</p> <p>Explore and use classification keys to help group, identify</p>	<p>Animals including Humans – The Circle of life</p> <p>Knowledge Know the basic parts of the digestive system in humans.</p> <p>Know and can identify the different types of teeth in humans and their simple functions.</p> <p>Know which organisms are producers, predators and prey and apply to the construction and interpretation of food chains</p> <p>Skills</p>	<p>Living things and their habitat Habitat Helpers</p> <p>Knowledge Know and can relate the key adaptational features of an organism to the known features of its habitat.</p> <p>Know and can give examples of how an environment may change both naturally and due to human impact</p> <p>Skills Create a simple identification key based on observable features.</p>

	<p>Observe closely and classify a range of solids and liquids.</p> <p>Explore making gases visible</p> <p>Classify materials according to whether they are solids, liquids and gases.</p> <p>Observe a range of materials melting.</p> <p>Investigate how to melt ice more quickly.</p> <p>Observe the changes that are non-reversible relating (common ingredients).</p>	<p>an otherwise 'complete circuit'.</p> <p>Know all metals conduct electricity but some, such as aluminium and titanium, are relatively poor conductors.</p> <p>Know the recognised symbols used to represent components of a circuit and uses these to represent a circuit pictorially.</p> <p>Skills</p> <p>Construct and investigate a range of circuits.</p> <p>Investigate which materials can be used instead of wires to make a circuit.</p>	<p>distance from the sound source increases</p> <p>Skills</p> <p>Experiment with at least three different instruments to observe and explore volume and pitch.</p> <p>Make predictions and draw conclusions about the pitch and volume of sounds.</p> <p>Note how vibrations make sounds of different volumes and travel to our ears.</p> <p>Identify and show how sound travels through particles and into the ear.</p>	<p>and name a variety of living things in their local and wider environment.</p> <p>Classify living things found in different habitats based on their features.</p> <p>Create a simple identification key based on observable features</p> <p>Use research to explore human impact on the local environment e.g. litter, tree, planting.</p> <p>Use secondary sources to find out about how environments may naturally change.</p> <p>Use secondary sources to find out</p>	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Can create food chains based on research. Identifies differences, and similarities of different types of teeth according to herbivore, omnivore and carnivore.</p> <p>Can record the teeth in their mouth (make a dental record).</p> <p>Recreate the human stomach and observe representation of how food breaks down.</p>	<p>Use research to explore human impact on the local environment e.g. litter, tree, planting.</p> <p>Use secondary sources to find out about how environments may</p>
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	<p>Investigate melting point of different materials.</p> <p>Explore freezing different liquids.</p> <p>Observe and measure temperature of icy water, tap water, hot water.</p> <p>Observe water evaporating and condensing.</p> <p>Set up investigations to explore changing the rate of evaporation.</p> <p>Use secondary sources to find out about the water cycle.</p>	<p>Classify materials that conduct electricity and those that don't following investigation and record findings.</p> <p>Investigate the effect of a switch and combinations of switches in simple circuits.</p> <p>Investigate switches and consider variations for specific uses, such as a pressure switch for a burglar alarm.</p> <p>Apply their knowledge of conductors and insulators to design and make different types of switch.</p>	<p>Make own instruments that produce a range of pitches.</p>	<p>about human impact, both positive and negative, on environments and write a report on this.</p>	<p>Label the different parts of the digestive system.</p>	
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	<p>Using their data, can explain what affects how quickly a solid melt.</p> <p>From their data, can explain how to speed up or slow down evaporation.</p> <p>Present learning about the water cycle in a range of ways e.g. diagrams, explanation text, story of a water droplet.</p>					
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By the end of Year B:

Learners are able to distinguish between a solid, liquid and a gas. They know that materials can change states. They know the basic parts of a circuit and know appliances which use electricity. They know how sounds are made and how sound travels to our ears. They can name living things in different habitats. They understand the digestive system and the function of the different teeth. They understand food chains and can use appropriate scientific vocabulary.