

# Larches Curriculum Information – Autumn 2

## English

Key texts:

Key texts/visual literacy: Charlie and the Chocolate Factory by Roald Dahl (Adapted), Old and New Film Extracts, Wonka (Film Extracts), Oompa Loompa Songs by Roald Dahl, The Chocolate Monster by Pip Jones

Main outcomes:

Building Knowledge of Nouns, Verbs, and Adjectives (colour, size, feelings, description of people) when building and creating simple sentences

Recounting and sequencing events

Character descriptions

Reading and creating simple recipes

## Geography

Name and locate countries 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.

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.

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Maths

### Number

Place Value and Money

Addition and subtraction

### Measurement

Measure length

### Geometry

Shape line

## Science

Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal).  
Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

## Art and Design

Use a variety of drawing tools; pencils, pens, felt tips and crayons with control and purpose

Begin to explore the use of light and dark to create depth and perspective

Use a sketch book to make and record observations

Review and revisit the ideas in their sketchbooks

## Music

Exploring feelings when you play. Explore how special effects in music can make the words we sing more meaningful. The sounds that we hear in music can also help to communicate specific moods.

## Chocolate (UK)

## History

Explain how people and events in the past have influenced life today (John Cadbury)

Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Notice how Cadbury packaging and advertising has changed over time.  
Sequence several events and artefacts on a timeline using dates.

Understand that our knowledge of the past comes from a range of historical sources.

## Design Technology (DT)

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting], accurately.  
Select from and use a wider range of materials, including ingredients, according to their functional properties and aesthetic qualities.  
Investigate and analyse a range of existing products.

## PE and Life Skills

Focus on building fundamental gymnastics skills in fitness, strength, flexibility, movement and sequencing.

## Computing

Understand why we use computers to make music; compose simple music using loops and recordings; record sound effects and audio for a purpose.

**PSHE** – How we change over time, how friendships change overtime.

**RE** – exploring uniqueness, similarity, and community through different faiths. By deepening their understanding of Christianity, Islam, and the Baha'i faith, children will learn and appreciate how these principles manifest in diverse cultural contexts.