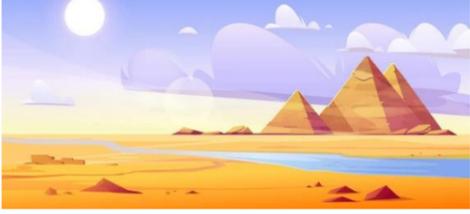


<p style="text-align: center;"><b>Autumn</b></p>  <p style="text-align: center;"><b>Would you rather be a hunter gatherer or a farmer?</b></p>	<p style="text-align: center;"><b>Spring</b></p>  <p style="text-align: center;"><b>Were the Ancient Egyptians superior to the native Britons?</b></p>	<p style="text-align: center;"><b>Summer</b></p>  <p style="text-align: center;"><b>Has the River Exe or River Nile had the greatest impact on the land and people?</b></p>
<p><b>Key Texts:</b> Stone Age Boy, The Street Beneath My Feet, Skara Brae, Secrets of Black Rock</p> <p><b>As writers, we will:</b></p> <ul style="list-style-type: none"> <li>• Write a new story of a Stone Age boy/girl, who finds themselves in the Neolithic period.</li> <li>• Design an information page to explain to year 2 pupils the soil and rock matter beneath your feet.</li> <li>• After visiting Stonehenge, write a persuasive visitor brochure.</li> <li>• Write a fantasy story set in a forest.</li> </ul>	<p><b>Key Texts</b> The True Story of the Three Little Pigs, How a Robot Dog Works, Theseus and the Minotaur</p> <p><b>As writers, we will:</b></p> <ul style="list-style-type: none"> <li>• Plan and write a traditional tale with a twist.</li> <li>• Write an explanation for an electronic household pet such as an i-cat, i-rabbit or i-hamster.</li> <li>• Plan a write a mythical story.</li> </ul>	<p><b>Key Texts</b> The Happy Prince, An Anthology of Intriguing Animals, Wolves in the Walls, The Colours of History</p> <p><b>As writers, we will:</b></p> <ul style="list-style-type: none"> <li>• Plan and write a story based on a traditional tale.</li> <li>• Plan and write a non-chronological report on a chosen animal.</li> <li>• Plan and write the next series of plot points within Wolves in the Walls.</li> <li>• Create a perform a poem about colour</li> </ul>
<p><b>As mathematicians, we will learn:</b></p> <ul style="list-style-type: none"> <li>• Number: Place Value</li> <li>• Number: Addition and Subtraction</li> <li>• Number: Multiplication and Division</li> </ul>	<p><b>As mathematicians, we will learn:</b></p> <ul style="list-style-type: none"> <li>• Number: Multiplication and Division</li> <li>• Measurement: Money</li> <li>• Statistics</li> <li>• Measurement: Length and Perimeter</li> <li>• Number: Fractions</li> </ul>	<p><b>As mathematicians, we will learn:</b></p> <ul style="list-style-type: none"> <li>• Number: Fractions</li> <li>• Measurement: Time</li> <li>• Geometry: Properties of shape</li> <li>• Measurement: Capacity and mass</li> </ul>
<p><b>As scientists, we will:</b></p> <ul style="list-style-type: none"> <li>• compare and group rocks based on their properties</li> <li>• learn how fossils and soils are formed</li> <li>• compare and group rocks based on their properties</li> <li>• learn how fossils and soils are formed</li> <li>• understand how soil is formed and its key properties</li> </ul>	<p><b>As scientists, we will:</b></p> <ul style="list-style-type: none"> <li>• understand that we need light to see things and that darkness is the absence of light</li> <li>• Investigate shadows and how they are formed and why they might change</li> <li>• Investigate what makes a reflective surface and understand that light travels in straight lines</li> <li>• understand how gravity, as a force, acts on objects</li> <li>• Investigate magnets, magnetic fields and attraction and repulsion</li> </ul>	<p><b>As scientists, we will:</b></p> <ul style="list-style-type: none"> <li>• identify and describe parts of a flowering plant and their functions</li> <li>• explore what plants require to grow and live</li> <li>• identify that humans and other animals have skeletons and muscles for movement, protection and support</li> <li>• 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</li> </ul>
<p><b>In history/geography, our big question is: Would you rather be a hunter-gatherer or a farmer?</b></p> <p>Looking at a range of historical sources, we will investigate who hunter-gatherers and farmers are and what time period they came from. We will learn the key differences between the two and what that meant for their daily life. We will work as historians and geographers to piece together evidence and start to develop our chronology and historical enquiry skills to answer our big question.</p> <p>We will begin our geographical journey by learning where the key locations around Britain are and the significance of their location. We will also start to understand how the climate influenced the people of the time and their culture, beliefs and daily life.</p>	<p><b>In history/geography, our big question is: Were the Ancient Egyptians superior to the Native Britons?</b></p> <p>Continuing to develop our chronology and geography skills and investigate what else was going on in the world at the same time. We will look at the four ancient civilisations before focussing on the Ancient Egyptians. We will understand that the Egyptian Empire was at the same time as the Bronze and most of the Iron Age. We will examine key artefacts, and understand the significance of them, to determine what life was like for the Egyptians including how their culture and beliefs influenced their daily life. We will then compare that, to what we have learned about life in Britain at the same time. We will also investigate the location of Egypt and understand how the key geographical features influenced the Empire and how that impacted the lives of people who lived there. We will understand the significance of this when compared to Britain.</p>	<p><b>In history/geography, our big question is: Has the river Exe or River Nile had the greatest impact on the land and people?</b></p> <p>We will continue our geographical journey in this term and focus on what a river is from source to mouth, and how that changes. We will understand how people have used rivers throughout time and why they are so key to development. To do this, we will further develop our understanding of maps and interpretation skills. We will learn key geographical river terms and features that influence a river and their significance on the local landscape and people. We will identify the great rivers of the world and identify the significance of them, while learning the key physical features of a river.</p>
<p><b>As musicians, we will:</b></p> <p>learn the background to Taiko drumming and work on following a beat and experiment with different rhythms</p>	<p><b>As musicians, we will:</b></p> <p>explore glockenspiels and how we effectively play them as a class, building our skill set up throughout the unit</p>	<p><b>As musicians, we will:</b></p> <p>explore Djembe drums, their history and how they play an important part in their home countries culture</p>
<p><b>Physical Education:</b></p> <p>Gymnastics Netballs</p>	<p><b>Physical Education:</b></p> <p>Dance Badminton</p>	<p><b>Physical Education:</b></p> <p>Team games and problem solving Striking and fielding skills</p>
<p><b>In PSHE, we will:</b></p> <p>investigate the three over-arching topics of: physical health and mental well-being, growing and changing and keeping safe.</p>	<p><b>In PSHE, we will:</b></p> <p>investigate the three over-arching topics are: families and relationships, safe relationships and respecting ourselves and others.</p>	<p><b>In PSHE, we will:</b></p> <p>explore three over-arching topics: belonging and community, media literacy and digital resilience and money and work.</p>
<p><b>In French, we will learn:</b></p> <p>colours and Numbers</p>	<p><b>In French, we will learn:</b></p> <p>greetings and the old story from Great Britain</p>	<p><b>In French, we will learn:</b></p> <p>Seasons How to say I can...</p>
<p><b>In ICT, we will:</b></p> <ul style="list-style-type: none"> <li>• develop our fundamental skills of using a computer and the school network</li> <li>• focus on learning word processing skills</li> <li>• start learning about coding through the website Scratch</li> </ul>	<p><b>In ICT, we will</b></p> <ul style="list-style-type: none"> <li>• understand how to keep ourselves safe online</li> <li>• develop our digital literacy skills</li> <li>• continue our coding journey through Scratch</li> </ul>	<p><b>In ICT, we will:</b></p> <ul style="list-style-type: none"> <li>• start to use, understand and develop our Google Map skills</li> <li>• develop our touch-typing skills through Purple Mash</li> </ul>
<p><b>In Art, we will:</b></p> <p>Start the journey of using our sketchbooks. We will explore various materials including sketching pencils, oil pastels, water colours and charcoal. We will use clay to create Stone Age ornaments and jewellery and use ModRoc to create replica Stone Age axe heads to help explain their historical importance.</p>	<p><b>In Art, we will:</b></p> <p>Continue to record our ideas using sketchbooks including sketching Egyptian houses and pyramids. Create a piece of art based upon Henri Matisse and create a Death Mask out of ModRoc. We will also use clay to create a bust of Rameses II.</p>	<p><b>In Art, we will:</b></p> <p>Continuing our sketchbook journey, we will learn how to paint and draw on different materials. We will Investigate mark making and collage as well as making large scale drawings</p>
<p><b>In DT we will:</b></p> <p>Investigate pneumatics and then design, make and evaluate a Stone Age Monster.</p>	<p><b>In DT we will:</b></p> <p>Learn all about a Shaduf and then design, make and evaluate a Shaduf</p>	<p><b>In DT we will:</b></p> <p>Complete STEM activity 'Save the Rivers'</p>