

Autumn	Spring	Summer
<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, My Strong Mind, 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 a set of instructions othelp the reader with a problem</li> <li>• Plan and write a mythical story.</li> </ul>	<p><b>Key Texts</b> The Happy Prince, Skeletons and Muscles, 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: Length and Perimeter</li> <li>• Number: Fractions</li> <li>• Measurement: Mass and Capacity</li> </ul>	<p><b>As mathematicians, we will learn:</b></p> <ul style="list-style-type: none"> <li>• Number: Fractions</li> <li>• Measurement: Money</li> <li>• Measurement: Time</li> <li>• Geometry: Shape</li> <li>• Statistics</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>• understand that we need light to see things and that darkness is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• Investigate shadows and how they are formed</li> </ul>	<p><b>As scientists, we will:</b></p> <ul style="list-style-type: none"> <li>• Understand how gravity, as a force, acts on objects</li> <li>• Investigate magnets, magnetic fields and attraction and repulsion</li> <li>• compare and group together a variety of everyday materials on the basis of whether</li> <li>• describe magnets as having two poles and predict whether two magnets will attract or repel each other, depending on which poles are facing.</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, our big question is: Would you rather be a hunter-gatherer or a farmer?</b> 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 to piece together evidence and start to develop our chronology and historical enquiry skills to answer our big question.</p> <p><b>In Geography, our big question is: How and why is my local environment changing?</b> We will explore and identify reason why our environment is changing, whilst considering how these changes may be a result of human activity. We will observe and record changes that have occurred on our school grounds, as well as how the local area has changed over time.</p>	<p><b>In History, our big question is: Were the Ancient Egyptians superior to the Native Britons?</b> 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 Geography, we will be looking at two big questions. Who are Britain’s national parks for?</b></p> <ul style="list-style-type: none"> <li>• Describe and explain the distribution of the 15</li> <li>• National Parks in the UK;</li> <li>• Observe and record the common key natural features of the National Parks of the UK and explain why they are referred to as the country’s ‘breathing spaces’;</li> <li>• Recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special.</li> </ul> <p><b>How can we live more sustainably?</b></p> <ul style="list-style-type: none"> <li>• Explain what living sustainably means and recognise ways in which people can live more sustainably</li> <li>• Identify and explain the differences between renewable and non-renewable resources, including an understanding of different ways of generating electricity.</li> </ul>
<p><b>As musicians, we will:</b> 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> 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> explore Djembe drums, their history and how they play an important part in their home countries culture</p>
<p><b>Physical Education:</b> Gymnastics, Multi-skills, Netball and Dance</p>	<p><b>Physical Education:</b> Archery, Orienteering and Tennis</p>	<p><b>Physical Education:</b> Athletics, Striking and fielding skills</p>
<p><b>In PSHE, we will:</b> investigate two over-arching topics of: being me in my world and celebrating difference</p>	<p><b>In PSHE, we will:</b> investigate two over-arching topics of: dreams &amp; goals and healthy me.</p>	<p><b>In PSHE, we will:</b> explore two over-arching topics of: relationships and changing me.</p>
<p><b>In Spanish, we will learn:</b> colours and Numbers</p>	<p><b>In Spanish, we will learn:</b> greetings and the old story from Great Britain</p>	<p><b>In Spanish, we will learn:</b> 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> Start the journey of using our sketchbooks. We will explore various materials including sketching pencils, oil pastels, water colours and charcoal. We will use watercolours to learn how colour combinations can create a new colour. Create a Stone Age spear head using ModRoc.</p>	<p><b>In Art, we will:</b> Continue to record our ideas using sketchbooks including sketching Egyptian houses and pyramids. Create a Death Mask out of ModRoc. use paper and collage skill to make a moving Nile boat and carefully observe images of cats to create a detailed painting.</p>	<p><b>In Art, we will:</b> 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> Investigate pneumatics and then design, make and evaluate a Stone Age Monster.</p>	<p><b>In DT we will:</b> Learn all about a Shaduf and then design, make and evaluate a Shaduf</p>	<p><b>In DT we will:</b> Complete STEM activity ‘Save the Rivers’</p>
<p><b>In RE we will:</b> Explore and debate the questions: What do Christians learn from the creation story? What is it like for someone to follow God?</p>	<p><b>In RE we will:</b> Explore and debate the questions: How do Festivals and worship show what matters to Muslims? How do festivals and family life show what matters to Jewish people?</p>	<p><b>In RE we will:</b> Explore and debate the questions: What kind of world did Jesus want? How and why do people try to make the world a better place?</p>