

Intent: By the end of this topic we will be able to...

English:

Writing genres: setting description, character description, narrative, non-chronological report and informal letter writing.

Books Covered: Here We Are, Fly Eagle Fly and The Mousehole Cat

Story Time Texts: The BFG

Science

Animals including humans

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. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Light

Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.

DT:

Understand and apply the principles of a healthy and varied diet - diet of hunter gatherers.

Create a 3D river model.

PE:

Netball and basketball: Use running, in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

Fitness: use running, jumping, throwing and catching in isolation. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Music: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Raise the Roof if possible. Listen with attention to detail and recall sounds with increasing aural memory - Raise the Roof if possible. Compose music collaboratively to fit with a scene

Geography

Rivers

Describe and understand key aspects of rivers.

Use four figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the UK and 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.

History:

Identify changes in Britain from the Stone Age to the Iron Age including understanding what life was like in the Palaeolithic era and what life was like living in an Iron Age hill fort

PSHE:

Being me in my World

Recognise my worth and identify positive things about myself and my achievements. Set personal goals. Face new challenges positively, make responsible choices and ask for help when I need it. Understand why rules are needed and how they relate to rights and responsibilities. Understand that my actions affect myself and others and I care take care of other people's feelings. Make responsible choices and take action. Understand my actions affect others and try to see things from their point of view.

Celebrating Differences

Understand that everybody's family different and important to them. Understand that differences and conflicts sometimes happen amongst family members. Know what it means to be a witness to bullying. Know that witnesses can make a situation better or worse by what they do. Recognise that some words are used in hurtful ways. Tell about a time when my words affected someone's feelings and what the consequences were.

RE:

What does it mean to belong to a religion? Hinduism

Investigation of religions and Worldviews Provide a good reason for the views they have and the connections they make.

Knowledge and Understanding of religions and Worldviews other than Christianity Describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions.

Describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used.

Incarnation What is the Trinity? Christianity

Pupils will learn that Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. Learn that Christians believe that the Father creates; he sends the son who saves his people, the Son sends the Holy Spirit to His followers. Explore the work of some artists that have created art to express this belief. Understand that Christians believe the Holy Spirit is God's power at work in the world and in their lives today enabling them to follow Jesus.

Art:

Use sketchbooks to collect, record and evaluate ideas of Stone Age art. Learn about artists through history by studying the work of early artists shown in cave paintings. Pupils should be taught to develop their techniques, including their control and their use of materials - mark making.

ICT:

Put programming commands into a sequence to achieve a specific outcome. Solve an open-ended problem e.g. adding sound to a model or object. Use repeat commands. Describe the algorithm necessary for a simple task. Keep testing my program and recognise when to debug it. Create different effects with different technology tools. Combine a mixture of text, graphics and sound to share my ideas and learning. Evaluate my work and improve its effectiveness.. Use search tools to find and use an appropriate websites. Think about whether I can use images that I find online in my own work. Protect my personal information when I do different things online. Use the safety features of websites as well as reporting concerns to an adult.

WONDERFUL WATER:



Eggs arriving in an incubator to care for. Chicks visiting the classroom for two weeks.

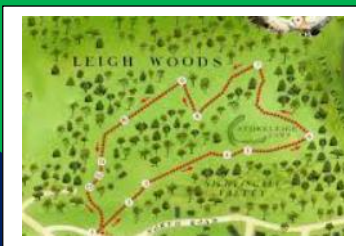
Planting spring flowering bulbs.



Whole school Week of Light



Trip to Leigh Woods to visit the Iron Age hill fort. (if trips become possible)



Whole school sponsored run to the North Pole.



Whole school Winter Wonderland and elf hunt!



Trip to Bristol Museum to investigate Stone Age artefacts. (If trips become possible)

