



		Autumn Term		Spring Term		Summer Term	
	Over Arching Theme	Early Human Life		Blue Abyss		I am Warrior	Euro Road Trip
	<b>Possible Texts</b>	<ul style="list-style-type: none"> <li>Stone Age Boy (Satoshi Kitamura)</li> <li>Ug: Boy Genius of the Stone Age (Raymond Briggs)</li> <li>The Secrets of Stonehenge (Mick Manning + Brita Granstrom)</li> <li>The First Drawing (Mordicai Gerstein)</li> <li>Stone Age to Iron Age (Clare Hibbert)</li> <li>Skara Brae (Dawn Finch)</li> <li>Stone Girl Bone Girl (Laurence Anholt)</li> </ul>		<ul style="list-style-type: none"> <li>Travel guides and brochures.</li> <li>Google maps and Earth</li> <li>Blue Planet II</li> <li>The Day I Met a Whale Michael Morpurgo &amp; Christian Birmingham</li> <li></li> </ul>		<ul style="list-style-type: none"> <li>What the Romans did for us (Alison Hawes)</li> <li>A British Boy AD 84 (Jim Eldridge)</li> </ul>	<ul style="list-style-type: none"> <li>Travel guides and brochures.</li> <li>Google maps and Earth</li> </ul>
	<b>Class reads</b>	<ul style="list-style-type: none"> <li>Stig of the Dump (Clive King)</li> <li>The Great Cave – Terry Deary</li> </ul>		<ul style="list-style-type: none"> <li>Enid Blyton-Famous 5</li> <li>Flotsam David Wiesner</li> <li>The lost whale – Hannah Gold and Levi</li> </ul>		<ul style="list-style-type: none"> <li>Julius Zebra (Gary Northfield)</li> </ul>	Around theWorld in 80 Days (Jules Verne) Madeline (Ludwig Bemelmans) The Boy who Biked the World (Alistair Humphreys)
<b>Science &amp; Technology</b>	<b>Science</b>	<ul style="list-style-type: none"> <li>Rocks and Soils</li> </ul> Compare and group rocks based on their appearance and simple physical processes. Describe simply how fossils are formed. Recognise that soils are made from rocks and organic matter.  Study Mary Anning	<ul style="list-style-type: none"> <li>Forces and Magnets</li> </ul> Compare how things move on different surfaces. Notice some forces need physical contact to work but magnetic forces can work at a distance. Observe how magnets attract or repel each other and attract some objects/materials and not others. Group materials based on whether they are magnetic or not. Name some magnetic materials.	<ul style="list-style-type: none"> <li>Light</li> </ul> How do we see? How does light travel? What is a reflection? How are shadows formed? Do shadows change? Why is the sun harmful to our eyes and what can we do to protect our eyes from the sun?	<ul style="list-style-type: none"> <li>Excite and Ignite</li> </ul> Bubble Magic- exploring ingredients to make the best bubbles.  Which ingredients make the biggest bubbles? Strongest bubbles? Long lasting bubbles?  SCIENCE WEEK	<ul style="list-style-type: none"> <li>Plants</li> </ul> Identify and describe the functions of 4 main parts of a flowering plant. Explore the requirements for life and growth of plants. Investigate how water is transported in plants. Explore the life cycle of a flowering plant including pollination, seed formation and seed dispersal.	<ul style="list-style-type: none"> <li>Animals incl. humans</li> </ul> Explore that humans and other animals cannot make their own food-they get nutrition from the food that they eat. Describe the different types of nutrition needed for good health and where that nutrition can come from. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.



		Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel based on which poles are facing.				
	<b>ICT</b>	<b>Digital Literacy/Online Safety</b>	<b>Information Technology</b>		<b>Computer Science</b>	
	<b>DT</b>	<b>'Stone Age' cooking:</b> Cooking with seasonal produce that grows and can be gathered.	<b>Shell structures</b> -design, plan and make a treasure box fit for the purpose of collecting beach 'treasures'.		<b>Leavers and linkages</b> - Roman Catapults	Eid Fusion festival-work with FoRP and host a party for families.
<b>Global &amp; Cultural</b>	<b>History</b>	<b>THE STONE AGE</b> How did people in the Stone Age live their daily lives? How do their lives compare with ours? How did life change during the course of the Stone Age? What does pre-historic mean and how have we learned about how pre-historic people lived?			<b>THE ROMANS</b> When did the Romans and the Celts live? How did the Romans and Celts live their daily life? How did their lives compare to ours today? Why did the Romans come to Britain? Did the Romans and Celts fight in the same way? What did the Romans bring to Britain?	
	<b>Geography</b>		<p><b>Oceans and Seas Around the World:</b> The North Sea, The Coral Sea, The Mediterranean Sea, The Caribbean Sea and The Southern Ocean. Endangered species.</p> <p>To name and locate the world's oceans (Y2 recap). Locate hot and cold areas of the world in relation to the Equator, the North and South Poles and the northern and southern hemispheres.</p> <p>To recognise and name physical features of the coast.</p> <p>To use maps, atlases and globes as well as digital technology to explore places and features.</p> <p>To identify land use and trade links through ports.</p> <p>To use field work to observe and record the physical and human features of a local coastal area and also the land use and trade links.</p>		<p><b>Euro road trip:</b> Italy, Rome-Swiss Alps-Paris, France-Amsterdam, Netherlands-Finland, Lapland.</p> <p>Links to the topic of Euro Road Trip. Children will travel around the major countries and cities of Europe. To help children realise there are a variety of different and interesting areas away for the local community and that their cultures and ways of life may be different but equally as important as ours.</p> <p>Describe where UK is in the world (KS1 recap) Name the 4 countries of the UK (KS1 recap). Name and locate different countries in Europe. Recognise physical and human characteristics. Recognise contrasting settlements and different human environments. (village/city)</p>	



	<b>RE</b>	Why did monks copy the Gospels by hand?	Why is Christmas a Winter festival?	Believing and belonging.	Why is Easter a Spring festival?	Ramadan and Eid al-Fitr / What is a mosque for?	
	<b>French</b>	<b>Bonjour</b> - Greetings. - Asking/saying your name. - Naming musical instruments. - Counting to 10.		<b>En Classe</b> - Colours - Classroom objects - Classroom instructions - Saying your age		<b>Mon Corps</b> - Body parts - Describing yourself - Days of the week - Character descriptions	
<b>Well Being</b>	<b>PSCHE</b>	Recognising feelings in others & understanding body language Responding to different viewpoints Resolving conflict Types of relationships	Resisting pressure from others Taking responsibility for behaviour Learning styles Planning to reach a goal	Differences: male and female Mental & Emotional Health Family differences Gender roles at home and school Responsibility	Why People Smoke Physical effects of smoking No Smoking Being physically active	Staying safe – done during lockdown. Catch up on spring 1 content. Our community in the media Organisations which help our community Rubbish and recycling	Ways to pay Lending and borrowing Earning money Jobs Other people’s lives around the world
	<b>PE</b>	Dance + Basketball	Gymnastics + Hockey	Tennis + Dodgeball	Orienteering, shelter building and problem solving	Cricket + Athletics	Athletics + Rounders
	<b>Online Safety</b>						
<b>Expressive &amp; Performing Arts</b>	<b>Art</b>	Sketching techniques: fruits and other ‘gathered’ foods.		Artist study-Hokusai  Water colour painting based on ‘The Wave’		Clay roman pots (sculpture). Developing moulding and joining techniques.	
	<b>Music</b>	On-going skills of – listen and appraise, musicianship, performance and composition.					
<b>Making Learning Real</b>	<b>Experimental Learning Outdoors (trip out/ visitors in)</b>	Shelter building-trip (Hardwick Park)  Clay work  Stone age visitor  Hancock Museum	Year group music performances for families	Dorman Museum  Trip to coast		Segedunum/Roman experience Complete a community project (eg helping tidy the town, helping plant trees, showing care to the vulnerable...)  Working with FoRP to create banners for Eid Fusion Festival.	
	<b>Outdoor Learning Opportunities within school</b>	Shadow investigations  Making a fire Outdoor Cooking				Host an Eid Festival for parents and families. Prepare and cook food to eat.	