

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">AUTUMN 1</p>	<p>English - Key Texts</p> <p>Edward Tulane</p>	<p>Science</p> <p>Light</p> <ul style="list-style-type: none"> -recognise they need light in order to see -notice that light is reflected. -Recognise light from the sun can be dangerous. -Recognise how shadows are formed. -Find patterns in the way shadows change. 	<p>Computing</p> <p>Title Page for Topic</p> <p>Research using Internet</p> <p>Word - Design a poster about a Stone-Age animal</p>	<p>Food Technology</p> <p>rock buns (linked to stone age)</p>	<p>R.E.</p> <p>The Christian Family</p> <p>AT1 understand that the Church is the family of God. Know that we join this family when we receive Baptism; understanding Baptism. AT2 reflect on what it means to be part of a family; a Christian family; experience liturgical celebration.</p>	<p>History - Scavengers and Settlers</p> <p>Pre- Historic timeline.</p> <p>Stone Age:</p> <p>Paleolithic Mesolithic Neolithic</p> <p>Understand progression from Paleolithic to Neolithic regarding homes and lifestyle (farming, clothing, tools, etc.) (Skara Brae) (Stone Henge) Bronze Age to Iron Age Farming to first hillforts. Iron Age 800BC to 43 AD</p>	<p>Geography</p> <ul style="list-style-type: none"> - Name and locate counties and cities of the United Kingdom. -Use atlases and other sources to place important stone age settlements on a map of Great Britain (identify key topographical features). - Use DigiMaps to explore changes over time (land uses) -Explore rocks in the local environment (gravestones?). 	<p>Art/ D.T</p> <p>Colour mixing</p> <p>Colour Wheel with rainbow umbrella</p> <p>Cave paintings.</p>	<p>Music</p> <p>The Programme of Study for Music in Key Stage 2 is planned and taught by music specialist</p>	<p>P.E.</p> <p><u>Gym:</u> Unit 1 Stretching and curling. Unit 2 Symmetry and asymmetry <u>Dance:</u> n/a. <u>Games:</u> Unit 1 Passing and Receiving. Unit 2 Creative games-making.</p> <p><u>Outdoor Activities:</u></p>	<p>Possible trips:</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">AUTUMN 2</p>	<p>Stone Age Boy</p>	<p>Rocks and Soil</p> <ul style="list-style-type: none"> -compare and group together different types of rocks. -describe how fossils are formed - recognise that soils are made from rocks and organic matter. -Use microscopes to explore rock types -Changes that occur in water. How are soils formed. 	<p>E-mail - online safety and how technology works</p> <p>Touch Typing Skills - 2Type.</p> <p>VR headsets re Stone Age.</p>	<p>stone-age ingredients health bars</p>	<p>Mary Our Mother</p> <p>AT1 know that God called Mary to be the Mother of Jesus and that Mary responded to his call. To know the 'Hail Mary'. Advent; Christmas and related events. AT2 reflect on Mary's role as our Mother. How we can prepare for Advent.</p> <p>Judaism - Synagogues</p>			<p>Portraits linked to Mary pictures.</p> <p>Sewing for Calendars</p>			<p>Stone Age Day</p>

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<p style="text-align: center; font-weight: bold;">S P R I N G 1</p>	<p style="text-align: center;">Iron Man</p>	<p>Volcanoes - linked to previous rock unit and geography unit.</p>	<p>Networks including the internet</p> <p>Digimaps</p> <p>Flowol - Iron Man mimic</p> <p>Use software to create repeated pattern design.</p>	<p>Called to Change AT1 know that Jesus called people to change; His teachings on sorrow and forgiveness; it is not easy to change; Sacrament of Reconciliation; Act of Sorrow; Lent. AT2 how Jesus called us to change; how we can use Lent as an aid to change; what it means to say we are sorry; forgiveness.</p> <p>Eucharist AT1 why is Sunday special?; learning about the Mass; resurrection; AT2 how to make Sunday a special day; giving thanks; how to behave at Mass; sacred parts of the Mass.</p>	<p>Best of Britain L.i. that know about significant buildings in our locality Tudor Barn Eltham Palace School bldg. Golf Club</p> <p>Research British food traditions</p> <p>-Significant British individuals in the past who have contributed to national and international achievements (non-white) - Significant historical events in our own locality.</p>	<p>The British Isles. Define British Isles - countries and counties</p> <p>-Use compass points and grid references (Ordnance Survey) - Use fieldwork to observe and measure physical features in local area. - time zones - Prime/Greenwich Meridian</p>	<p>Using drawing pencil Understand the textures and shades that can be created with different shades of pencil</p> <p>Draw a landmark building using sketching pencils</p> <p>To complete a William Morris pattern To design a block print in the style of William Morris</p>	<p>Music The Programme of Study for Music in Key Stage 2 is planned and taught by music specialist</p>	<p><u>Dance:</u> (Liturgical - peripatetic teacher).</p> <p><u>Swimming:</u> Instruction by qualified coach at Eltham Pools.</p>	<p>Red House- William Morris</p> <p>Eltham Palace</p>
<p style="text-align: center; font-weight: bold;">S P R I N G 2</p>	<p style="text-align: center;">The Twits</p>	<p>Plants and growing -identify and describe functions of parts -explore requirements for life and growth. -investigate water transportation within plants. -explore role in life cycle of plants.</p>	<p>Traditional English Fare - explore local ingredients</p> <p>Afternoon Tea</p> <p>Scone making</p>				<p>Repeated design printing using block printing - William Morris.</p> <p>To design a pattern in the style Althea McNish</p> <p>Create a Althea McNish design using Chalk and oil pastels</p> <p>Easter Cards Paper technology pop up card</p>			<p>Gallery linked to portraits and plant paintings.</p>

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S U M M E R 1	Sulwe	<p>Animals including humans</p> <ul style="list-style-type: none"> -Identify that animals need nutrition and that they cannot make their own -Identify that humans and some animals have skeletons and muscles for support protection and movement. - Explore nutrition and food groups. <p>Forces and Magnets</p> <ul style="list-style-type: none"> -Compare how things move on different surfaces -notice some forces need contact -observe how magnets attract or repel. 	Wedo Lego	Healthy and balanced meal Linked to science	<p>Celebrating Easter and Pentecost</p> <p>AT1 God raised Jesus from the dead; we too, will rise from the dead; the road to Emmaus and Thomas; Pentecost.</p> <p>AT2 what we should do on Sundays; when do we need the power of the Holy Spirit</p> <p>Being a Christian</p> <p>AT1 what is being a Christian?; St Peter and St Paul.</p> <p>AT2 your gifts and talents; how to use these gifts.</p> <p>Islam - Mohammed</p>	<p>Locate Ancient Egypt in time cf: Stone Age</p> <p>Importance of Nile Evidence - Nebamun's tomb</p> <p>Research daily life Hieroglyphs (Rosetta stone)</p> <p>Importance of gods. mummification</p> <p>Significant pharaohs.. eg: Narmer (step pyramid)</p> <p>Howard Carter/Tutankhamun</p>	<ul style="list-style-type: none"> -Locate Egypt on a world map - Identify hemispheres. Climate zones. - Vegetation/ settlement. - River Nile. 	<p>To design an Egyptian headdress</p> <p>Papyrus bookmarks using hieroglyphs to spell out name</p>	<p>Music</p> <p>The Programme of Study for Music in Key Stage 2 is planned and taught by music specialist</p>	<p><u>Dance:</u> Using themes from topic</p> <p><u>Swimming:</u> Instruction by qualified coach at Eltham Pools.</p>	Saatchi Gallery or British Museum
	S U M M E R 2	Cinderella of the Nile	<ul style="list-style-type: none"> -compare and group together materials based on magnetic properties. -make predictions about magnetism . -Explore uses of magnets 	MovieMaker				<p>Clay amulets or sarcophagus models using 3d nets and decoration</p> <p>Modroc Canopic jars</p>			

