

## Science

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

Investigate the way in which water is transported within plants.

Explore the requirements of plants for life and growth (air, light, water, nutrients from the soil, and room to grow) and how they vary from plant to plant.

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.



## Geography

Name and locate cities of the United Kingdom, geographical regions and their identifying human and physical characteristics

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.

Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle.



## RSHE

Forgiving, developing the skills to allow reconciliation in relationships

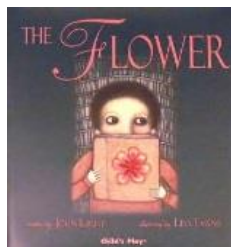
The importance of forgiveness and reconciliation in relationships and some of Jesus' teachings on forgiveness  
Sacraments to coincide with the different natural stages in life.

Self-giving, able to put aside their own wants in order to serve others locally ( grow veg for the community in the poly tunnel)

## English (genres)

Non-Chronological reports  
Poetry – What is pink?

# The Flower



## Hooks

Trip to the garden centre  
Walk around the estate  
Grow seeds in the polytunnel, project for the year.



PE - Gymnastics / swimming

## Art



Sketches of local area  
Observational drawings of flowering plants.  
Design and plan a garden space.

## Computing



Online Safety



Music –  
Charanga unit I  
And Seed dispersal song/The Seed song

## Maths

(White Rose)  
Place value  
Addition and subtraction

## Science

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.

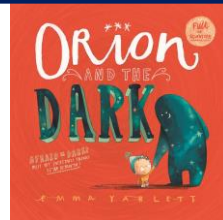
Find patterns in the way that the size of shadows change.



## English (genres)

Talk 4 Writing – substitution narrative and own narrative.

Letter to Plop



### Orion and the Dark

### The Owl Who Was Afraid Of The Dark



## Art/DT

Turner - reflection

Design a football stadium with floodlights

## Computing

Coding programming  
Code.org & Scratch Jr

## RSHE

Everyone expresses their uniqueness in different ways and that being different is not always easy

Respectful, able to identify other people's personal space and respect ways in which they are different

That the similarities and differences between people arise from several different factors ( See protected characteristics)

## Hooks

Light shadow puppet show.



PE - Games / swimming

## Maths

(White Rose)



Addition and subtraction  
Multiplication and division



## Music

Charanga unit 2

Glockenspiel Stage 1

## Science

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



## History



Changes in Britain from the stone age to the Iron Age

The Stone Age began when the first tools were made from stone and ended with the introduction of metal tools.

The Stone Age was a long period of time and change happened quite slowly.

In the early Stone Age, humans were hunter-gatherers and this is how they survived.

Stone Age people were good at solving problems and developing technology and can give at least one example

Ancient Britons created art and objects for pleasure.

Use a range of appropriate words and phrases to describe the past  
Find out about the everyday lives of people in time studied and compare with life today: Use evidence to describe houses & settlements, culture and way of life, buildings and their uses, clothes, people's beliefs and attitudes and differences between rich & poor  
Identify and give reasons for the way the past is represented.

Use a range of sources to find out about the period studied and answer questions.

Select and record relevant historical information using the internet.

Communicate about the past using different genres of writing, drawing, diagrams and ICT.

## Geography

Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water. Understand types of settlement in this period. Be able to explain why they chose to settle in certain areas. I can name some rivers in the UK.

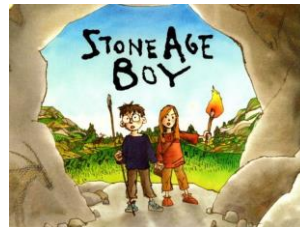
## RSHE

Christians belong to the church family which includes the school, parish and diocese.

Families are the building blocks of society and where faith and virtues are passed onto the next generation.

English (genres) –  
Instructions  
Descriptive paragraphs.

# Stone Age Boy



Hook  
Stone Age Visitor  
(Freshwater)

PE - Dance  
swimming



Art/DT –  
Cave paintings  
Design and create a stone  
age house

## Computing

Google Classroom – Slides  
and Docs

Maths  
(White Rose)  
Multiplication and division  
Money  
Statistics



## Music

Charanga Unit 3 and The ages of  
Stone (horrible histories)

## History Ancient Egypt



I can say where Egypt is.  
I know that the whilst the Stone Age was happening in Britain, there was another ancient civilisation happening at the same time in Egypt.  
I know the importance of the River Nile to life in Ancient Egypt.  
I know that the Egyptians were very good at problem solving, science and technology.  
I know that the Egyptians left us written records, the Stone Age Britons did not.  
Place events from time studied on a timeline; Use mathematical skills to round up time differences into centuries and decades; Shows knowledge and understanding by describing features of past societies and periods; Offer a reasonable explanation for events; Use evidence to build up a picture of a past event; Know that people in the past represent events or ideas in a way that persuades others;  
Communicate about the past using different genres of writing, drawing, diagrams, drama, role play, ICT

## Geography

Locate Egypt, and identifying human and physical characteristics.  
Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water.  
Use digital/ computer mapping to locate countries and describe features. Use a 4 figure grid reference.

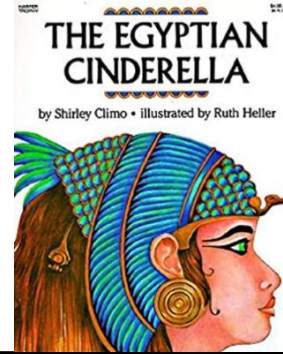
## RSHE

God is the Trinity – a communion of persons  
the Key principles of Catholic Social Teaching  
The Church is the Body of Christ

## English (genre)

### Story writing

## Cinderella/ The Egyptian Cinderella



### Hooks

Artefact Theatre  
Touchstones artefacts  
Egyptian to visit school or  
BoltonMuseum

## PE - Athletics

## Art

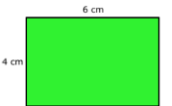


– Creating Egyptian head piece  
– create art work showing scenes from the story / class project one scene each to tell the story as a story board  
Know how to show facial expressions and body language in sketches and paintings  
Know how to use marks and lines to show texture in art – eg setting/ clothing/ hair etc  
Know how to use line, tone, shape and colour to represent figures and forms in movement and how to show reflections



## Computing Word Processing and Presentation Skills

## Maths (White Rose) Length and perimeter Fractions



## Music – Charanga unit 4



## Science

Compare how things move on different surfaces.

Notice that some forces need contact between two objects, but magnetic forces can act at a distance.

Observe how magnets attract or repel each other and attract some materials and not others.

Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

Describe magnets as having two poles and predict whether two magnets will attract or repel each other, depending on which poles are facing.

## RSHE

The sacrament of marriage involves commitment and self-giving, it is a formal, lifelong commitment. Marriage represents a formal and legally recognised commitment. For the Church, marriage has a special significance as one of the sacraments.

English (genres)  
Non-chronological reports  
Diary writing

## Iron Man



Hook  
Design / review an amazing robot invention

PE - gymnastics



## DT

Design and create an iron man (recycled materials)

Computing  
Digital Art  
Firework Art



Maths  
(White Rose)  
Fractions  
Time

## Music

Charanga unit 5  
Bringing us Together

## Science

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

Describe in simple terms how fossils are formed when things that have lived are trapped within rock



Recognise that soils are made from rocks and organic matter.

## Geography

Describe and understand key aspects of physical geography, including: volcanoes and earthquakes.



## RSHE

How to use technology safely That not all images, language and behaviour are appropriate To judge what kind of physical contact is acceptable or unacceptable and how to respond

Importance of seeking and giving permission in relationships

That there are a number of different people and organisations they can go to for help in different situations and how to contact them

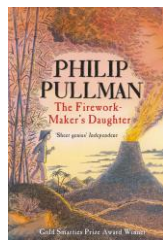
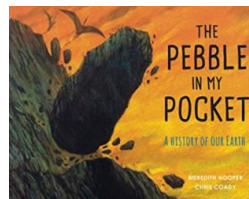
How to report and get help if they encounter inappropriate materials or messages

To keep asking for help until they are heard  
(The above to be covered in a Safety Week)

## English (genres)

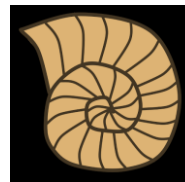
Explanation  
Firework poetry

## A Pebble in my Pocket



## The Firework Makers Daughter.

Hooks/trips  
Trip to the beach  
Fossil Workshop



## PE - games / dance



## Art

Famous Firework art  
Own firework art

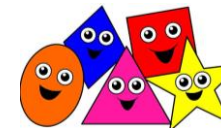


## Computing

Branching databases

## Maths

(White Rose)  
Properties of shape  
Mass and capacity



## Music

Charanga and  
fire themed music to appraise and  
compare -  
Handel's Music for the Royal Fireworks,  
Stravinsky's The Firebird