

<p><u>Spelling</u></p> <p>Please see the overview of spelling in the English section of the school website.</p>	<p><u>Writing</u> Spring 1</p> <p>Persuasive leaflet advertising our locality</p> <p>Instruction writing (recipe)</p> <p>Spring 2</p> <p>Non chronological report (changes from stone age/bronze age/iron age/today)</p> <p>Diary entry - life in the Iron Age</p>	<p><u>Maths</u> Spring 1</p> <p>Multiplication and division</p> <p>Spring 2</p> <p>Fractions Money</p>	<p><u>Reading</u> Spring 1</p> <p>Diary of a Killer Cat</p> <p>Stars With Flaming Tails: Poems by Valerie Bloom</p> <p>Spring 2</p> <p>Stone Age, Bronze Age and Iron Ages (Explore!) by Sonya Newland</p>	<p><u>RE</u> Spring 1</p> <p>Key question Why do Christians call the day Jesus died "Good Friday?"</p> <p>Spring 2</p> <p>Key question When Jesus left, what next?</p>
<p><u>History</u> Spring 1</p> <p>There is a Geography focus in Spring 1</p> <p>Spring 2</p> <p>History: The Bronze Age and Iron Age</p> <p>How have tool making methods changed over time?</p> <p>Endpoints:</p> <ol style="list-style-type: none"> 1. Identify key developments and changes that took place during the Bronze Age and Iron Age, including the arrival of new peoples and the use of new technologies and tools. 2. Students should be familiar with key settlements and societies of the Bronze Age and the Iron Age, such as Stonehenge, Skara Brae, and hillforts, and understand their purposes and features. 3. Students should have knowledge of the social structure during this time and be able to explain the roles and responsibilities of various groups, including farmers, craftsmen, and warriors. 4. Know that Britons used iron to create weapons to protect their tribes from invaders — people who wanted to steal their resources, or even kidnap their villagers. 	<p><u>Science</u> Spring 1</p> <p>Fossils and soils</p> <p>Endpoints:</p> <ol style="list-style-type: none"> 1. To describe simply how fossils are formed 2. To know that soils vary and are made from the variety of rocks and organic matter in different areas <p>Spring 2</p> <p>Light</p> <p>Endpoints:</p> <ol style="list-style-type: none"> 1. To describe a variety of light sources 2. To know that some light can be dangerous and how to protect yourself 3. To describe how a shadow is formed 	<p><u>Design and Technology</u> Spring 1</p> <p>DT: Food tech- Healthy and varied diet</p> <p>Endpoints:</p> <ol style="list-style-type: none"> 1. Understand the importance of a balanced diet and its impact on overall health and well-being. 2. Identify and describe different food groups, such as fruits, vegetables, grains, dairy, and protein, and their nutritional benefits. 3. Recognise the origins of different types of food and the processes they go through to reach our plates. 4. Plan and prepare a range of healthy snacks and meals using a variety of ingredients, considering taste, texture, and presentation. 5. Show appreciation for cultural diversity by exploring traditional and healthy recipes from different countries and cultures. <p>Spring 2</p> <p>There is an art focus in Spring 2</p>	<p><u>Art and Design</u> Spring 1</p> <p>There is a DT focus in Spring 1</p> <p>Spring 2</p> <p>Art: Sculpture Beaker Pot (Bell Beaker People)</p> <p>Endpoints:</p> <ol style="list-style-type: none"> 1. To know what the coil and pinch method is and use it to create their own pot. 2. Understand what Bell Beaker pottery is and why it was used. 3. To understand why scoring and slip is used when making clay models. 	<p><u>Geography</u> Spring 1</p> <p>Geography: Our World Where on Earth are we?</p> <p>Endpoints:</p> <ol style="list-style-type: none"> 1. Students should be able to use a range of geographical language to describe locations and places, including continents, oceans, countries, and capital cities. 2. Students should be able to use maps, atlases, and globes to locate and describe different places on Earth. They should also be able to read and interpret simple maps, including OS maps, and use grid references to locate features. 3. Students should have an awareness of the impact of human activity on the environment and be able to explain how some changes, such as urbanisation, can affect different places. <p>Spring 2</p> <p>There is a History focus in Spring 2</p>
<p><u>PSHE and RSE</u> Spring 1</p> <p>Safety and the changing body</p> <p>First aid: emergencies and calling for help</p> <p>Cyberbullying</p> <p>Influences</p> <p>Keeping safe out and about</p> <p>Spring 2</p> <p>Citizenship</p> <p>Rights of the child</p> <p>Charity</p> <p>Local democracy</p>	<p><u>PE</u> Spring 1</p> <p>Swimming Target games</p> <p>Spring 2</p> <p>Swimming Hockey</p>	<p><u>French</u> Spring 1</p> <p>French playground games - numbers and age</p> <p>Spring 2</p> <p>In a French classroom</p>	<p><u>Music</u> Spring 1</p> <p>Creating compositions in response to an animation (Theme: Mountains)</p> <p>Spring 2</p> <p>Pentatonic melodies and composition (Theme: Chinese New Year)</p>	<p><u>Computing</u> Spring 1</p> <p>Programming and Design & Development: Sequencing Sounds <u>Online safety</u> Managing online information</p> <p>Spring 2</p> <p>Data & Information and Effective Use of Tools: <u>Branching Databases</u> <u>Online safety</u> Online relationships</p>