

Autumn 1	Autumn 2
<p style="text-align: center;"><b><u>Savage Stone Age</u></b> (History) How did Stone Age people live? Can you create a stone age museum for to show people round?</p> <ul style="list-style-type: none"> <li>- What would the Stone Age people wear?</li> <li>- What can you find out about the Stone Age?</li> <li>- What was the Bronze Age and what can you find out about it?</li> <li>- What can you find out about the Iron Age?</li> <li>- What will our museum look like?</li> </ul> <p>Make a stone age costume (parent event) Hold a stone age day in school (weapons, cave paintings, clay caves) Make a museum to share our learning.</p> <p style="text-align: center;">English</p> <p>Portal story – Stone Age boy Instructions – How to wash a woolly mammoth Poem – Happiness</p> <p style="text-align: center;">Class text – Stig of the Dump</p> <p><u>History</u></p> <ul style="list-style-type: none"> <li>- changes in Britain from the Stone Age to the Iron Age</li> </ul> <p><u>Art and Design</u></p> <ul style="list-style-type: none"> <li>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> </ul>	<p style="text-align: center;"><b><u>Magical Monsters</u></b> (science) What does my monster need to live?</p> <ol style="list-style-type: none"> <li>1. What is a nutritious diet for humans and animals?</li> <li>2. What would a monster's diet be like?</li> <li>3. How do I stand up?</li> <li>4. Do all animals have skeletons?</li> <li>5. Can you create your own monster?</li> </ol> <p>Make your own monster and choose what it would eat</p> <p style="text-align: center;">English</p> <p>Jack and the Beanstalk – Overcoming a monster News report – Fairy News WAC – instructions Poem – Gorilla face</p> <p style="text-align: center;">Class text – Abominables</p> <p>Science</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>

Spring 1 and 2

## **UK vs The Mediterranean**

(Geography – physical/human)

Where would you rather live?

- What is a map and how does it work? (UK countries/capitals – Mediterranean countries and capitals)
- UK fruit and veg vs Mediterranean fruit and veg – who wins?
- What festivals are the same/different in the UK and Mediterranean?
- Why don't we all speak English and use the same money?
- What makes the Earth angry?
- Who has the more extreme weather – UK or Mediterranean?
- How can we recreate a volcano?
- Where in the world do earthquakes and tsunamis occur?

Make a presentation explain where you would prefer to live and why using your learning from each lesson.

### English

Bat and the basket – journey story (map skills)

Persuasive – People visiting the UK

Report – Festivals in the UK.

Explanation – How do volcanoes erupt?

WAC – persuade people to visit the Med.

Class text – The Firework – Maker's Daughter by Philip Pullman

## Geography

### Locational knowledge

- locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere *during volcano lessons*.

### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country,

### Human and physical geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Spring 1

## Revolting Romans

(History)

### What was Roman Britain like?

- Who were the Romans and where did they come from?
- Did the Romans visit Rotherham?
- What was it like to be a Roman soldier? (shields, roman weapons, armour marching, roman writing – Latin, roman numerals)
- Who was Boudicca?
- Can you create a video about the Romans?
- I'm a roman celebrity, get me out of here! Who were the Roman celebrities and would you like to be one?

Enterprise – Make money for school by holding a Broscars event.  
Be a roman soldier for the day

English

Wishing story – three wishes – Innovating three wishes story with our knowledge of the Roman era.

Non Chronological – Roman Soldiers

WAC – explanation – what did the Romans do for us?

Class text – Revolting Romans (Horrible Histories)

History

- the Roman Empire and its impact on Britain

Spring 2

## Gardner's world!

### What is in the school garden?

- What comes first: the sunflower or the seed?
- Can you identify and describe the functions of parts of a plant?
- Where would the best place for our school garden be?
- What would reflect light in our garden best?

Go on a class trip to the Peak District.

Create a school garden that is in the best position for the sun

English

Lost and found story

Recount – diary – To write a diary expressing feelings and plans for the school garden (written as a gardener).

WAC – Non Chron – What makes a garden flourish?

Class Text - Charlottes Web

Science

Plants

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants

	<ul style="list-style-type: none"><li>- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li></ul> <p><u>Rocks</u></p> <ul style="list-style-type: none"><li>▪ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li><li>▪ describe in simple terms how fossils are formed when things that have lived are trapped within rock</li><li>▪ recognise that soils are made from rocks and organic matter.</li></ul> <p>Light</p> <ul style="list-style-type: none"><li>▪ recognise that they need light in order to see things and that dark is the absence of light</li><li>▪ notice that light is reflected from surfaces</li><li>▪ recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li><li>▪ recognise that shadows are formed when the light from a light source is blocked by an opaque object</li><li>▪ find patterns in the way that the size of shadows change.</li></ul>
--	---