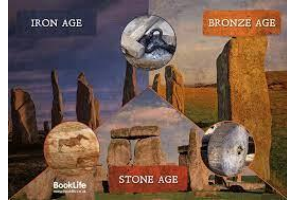


Topic: The Bronze Age and The Iron Age

Cycle Year:1

Term:2

Educational visit: Hill Fort



Personal, Social, Health and Emotional Development (including Relationships and Sex Education):

Pupils will have the opportunity to:

- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including visit from a Fire Fighter to discuss fire safety) and to use this as an opportunity to build resilience.

Dreams and Goals:	Healthy Me:
<ul style="list-style-type: none"> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting 	<ul style="list-style-type: none"> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices

Religious Education:

How do festivals and worship show what matters to a Muslim?

· Identify some beliefs about God in Islam, expressed in Surah 1 · Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) · Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. · Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) · Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims · Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.

Why do Christians call the day Jesus died 'Good Friday'?

Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live · Offer informed suggestions about what the events of Holy Week mean to Christians · Give examples of what Christians say about the importance of the events of Holy Week · Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities · Describe how Christians show their beliefs about Jesus in worship in different ways · Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.

PE (Please see PE skills sheets for further guidance):

- Invasion Team games: passing/receiving, controlling e.g. hockey and netball
- Dance: Indian Dance - developing their own ideas and movement phrases - variety of actions, levels, speed and direction. Explore unison and canon - partner, group and whole class sequences.
- Gymnastics: apply specific skills to sequences and partner work (use level 3 games models)

As linguists we will explore the French language through:

- Numbers to 31
- Days and months incl writing the date and birthdays (Birthday song)
- Weather (incl. 'Mr Wolf's Week')
- Animals ('Brown Bear / Ours Brun' Story) Pets (incl. noises)
- French culture - Easter

Please see French progression map for further guidance

As historians we will study the Bronze Age and the Iron Age:

- Use common words and phrases relating to the passing of time.
- The children will explore the key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods.
- Develop a chronologically secure knowledge and understanding of British history and will make links to the work they did on the Stone Age.
- Address historically valid questions about change, similarity and difference
- Develop the use of historical terms
- Understand how our knowledge of the past is constructed from a range of sources including archaeological evidence with a focus on the Amesbury Archer, the Lindow Man, Roman written accounts of the Celts and reconstruction drawings of both periods. Differing interpretations of evidence will be considered.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Address historically valid questions about trends and significance.

Please see history progression map for further guidance. (2)

As geographers we will explore our world:

- Revise the name and location of continents and oceans of the world.
- Develop their locational knowledge through identifying the position and significance of latitude, longitude, the Equators, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- Practise geographical skills through using maps, atlases, globes and digital mapping to locate features studied.
- Use the 8 compass points to develop their knowledge of the wider world.

Please see geography skills sheets for further guidance.

As designers we will focus on:

To be able to design, make and evaluate an Easter card or a moving page to animate a part of their narrative writing (spider moving, tomb) that uses levers and linkages. Children will develop skills of measuring, marking out, cutting, joining and finishing skills and techniques, whilst making fixed and loose pivots.

Please see design and technology progression map for further guidance.

As artists we will focus on:

Explore sculpture to create African Masks (Lacon Workshop on African masks):

- Explore masks around the world from different cultures and countries and historical periods.
- Explore African patterns to make patterns using a range of colours and patterns, using geometric, repeating and symmetrical patterns.
- Draw African inspired masks by blending charcoal to create more complex tone.
- Draw African inspired masks using sketching pencil to apply shading techniques with increased levels of control.
- Develop confidence in working with clay
- Add detail and texture by using a range of joining techniques (scratch and slip).

Please see art progression map for further guidance.

As musicians we will:

(Music Express: In the Past (y3 and Y4)

- Focus on pitch and notation and explore music from different eras.
- Whole class ocarina teaching to support music curriculum and to increase musicianship skills.

Please see music skills sheets for further guidance.

As experts in computing we will:

- Develop our touch-typing skills (unit 3.4 2type)
- Develop our safe use of email (2email, 2connect, 2diy 3.5). We will create quizzes and attach files.

Please see computing progression map for further guidance.

As scientists we will focus on:

Work scientifically

Pupils will be taught to use the following practical scientific methods, processes and skills within the topics. They will:

- Ask relevant questions
- Set up simple practical enquiries, comparative and fair tests.
- Make observations, take accurate measurements using different scientific equipment.
- Gather, record, classify and present data in a variety of different ways to answer questions.
- Record findings in a range of different ways.
- Make predictions using their scientific knowledge and draw conclusions from results to answer scientific questions.

Sound (changing sounds, pitch and volume)

- Identify how sounds are made, associating some of them with something vibrating (STEM: Dancing Salt; Investigation: insulating materials to stop an alarm)
- Working scientifically investigation: Investigate which material will reduce the sound of an alarm clock the best (data loggers).
- Recognise that vibrations from sounds travel through a medium to the ear (STEM: Paper cup phones)
- Find patterns between the pitch of a sound and features of the object that produced it (STEM: Spoon sound waves)
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases.

Please see science skills sheets for further guidance.

Forces and Magnets:

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- 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
- Observe how magnets attract or repel each other and attract some materials and not others
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Please see science skills sheets for further guidance

Develop our English skills through the stimuli of:

- Reading spine texts for this term: Charlotte's Web by E B White, Dream Variations by Langston Hughes and How Doth the Little Crocodile by Lewis Carroll
- Non-chronological report about different magnets.
- Recount of trip to the hill fort.
- Newspaper article about Charlotte's first web.
- Diary entry about Fern saving Wilbur.

Please see English skills sheets for further guidance

Develop our Maths skills through key foci of:

In line with the Herts for learning guidance:

- Proportional Reasoning 2 - Adding and Subtracting Fractions (Y3 - within a whole, Y4 - improper fractions)
- Geometric Reasoning 2 - Exploring the properties of 2D shapes (Y3 - properties of 2D shapes. Y4 - Classifying different types of triangle)
- Additive Reasoning 3- Column addition and subtraction (Y3 - 3-digit. Y4 - 4-digit)
- Spatial Reasoning - Perimeter
- Statistical Reasoning 1 - Scaling problems (Y3 - interpret, present and solve problems using bar charts, pictograms and tables. Y4 - time graphs)
- Multiplicative Reasoning 2 - Multiplicative Law and Area (Y3 - arrays and 2-digit by 1-digit. Y4 - 3-digit by 1-digit and area)
- Multiplicative Reasoning 3 - Formal Written Multiplication and Division (Y3 - multiplication and division questions using times tables. Y4 - multiply and divide by 10 and 100.
- Continuing to develop fluency for number and times table facts.
- Continuing to apply understanding to a range of reasoning and problem-solving tasks.

Please see skills and knowledge in year group assessment grids.

Commented [RK1]: @lev-williams, esther

This used to be Ancient Egypt - which has now moved - I've swapped the Ancient Egyptian themed music and swapped it with what was in the other map. Just wanted to let you know in case you wanted to change it and to see if it fits with the progression of music.

