

## Topic: Stone Age / Shropshire Hills

**Term: Summer**  
**Cycle Year: 2**  
**(Trip: Cardingmill Valley)**



### Personal, Social, Health and Emotional Development:

Many objectives are covered through other subjects and according to need. In addition:

- Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail, water and fire safety - Crucial crew), and safety online (including social media, the responsible use of ICT and mobile phones)
- Civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- Be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so  
Use the Respect Yourself RSE resource (including transition material) to consider changes:
- Puberty; menstruation; reproduction; pregnancy; birth
- Understand how their body will, and emotions may, change as they approach and move through puberty.
- Understand the importance of taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.

### Spiritual, Moral, Social and Cultural Development:

- Consider the special times in our lives (birth; marriage; confirmation). We will look at these from a multi-faith perspective (RQ2 and RQ5)
- Consider, as we progress on our life journey, what our foundations for living are (pull together multi-faith perspectives). We will look at what Jesus would do through some of his teachings (wise and foolish man; sermon on the mount/beatitudes; centurion's servant) UC 2b.5

### PE:

- Striking and fielding: cricket and rounders
- Athletics
- Ultimate Frisbee
- Bikeability (biannually)

Please see PE skills sheets for further guidance

### As linguists we will explore the French language through:

- Healthy Eating
- A French Café/Snack-bar -ordering food- conversation at the café
- Buying an ice cream
- Opinions and food.
- Where we live including directions (recap prepositions)
- Exploring a French town - types of shops - La belle Paris
- Talking about going on holiday
- Recapping the weather

Please see French progression map for further guidance

### As historians we will:

#### Focus upon the changes in Britain from the Stone Age to the Iron Age:

- Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.
- Bronze Age religion, technology and travel, for example, Stonehenge.
- Iron Age hill forts: tribal kingdoms, farming, art and culture.

Please see history progression map for further guidance

### As geographers we will:

- Explore the hill and mountain environment,
- Name and locate the UK's geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time,
- Explore physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle,
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world,
- 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, plans and graphs, and digital technologies.

Please see Geography progression map for further guidance

### As designers we will focus on:

Electrical Systems - complex switches and circuits

Design, make and evaluate an alarm system for the school shed.

Pupils will:

- Continue to develop skills with construction materials to create their electrical products.
- Draw on science understanding, explore a range of electrical systems that could be used to control their products, including a simple series circuit where a single output device is controlled, a series circuit where two output devices are controlled by one switch and, where appropriate, parallel circuits where two output devices are controlled independently by two separate switches.

Please see DT progression map for further guidance

### As artists we will focus on:

- observational drawing skills
- the work of Georgia O'Keefe - flowers showing use of line and pastels
- creating our own work in her style (applying line, pastel and colour techniques)

Please see Art progression map for further guidance

### As musicians we will:

(MC Please see music skills sheets for further guidance)

- Explore Saint-Saëns' programmatic suite "Carnival of the Animals".
- Explore birdsong as a type of music, listening to "bird-related" movements from "Carnival of the Animals" and performing different birdsongs.
- Explore "The Aquarium" and create their own descriptive movement based on a fish or sea animal.
- Explore another descriptive and programmatic work, Prokofiev's "Peter and the Wolf" where different animals and characters are represented by different instruments of the orchestra, each with a unique timbre.
- Explore the "March of the Royal Lion" and other movements from Saint-Saëns' suite investigating how the composer has used timbre and other elements of music to create descriptive pieces
- Create their own "class Carnival of the Animals" suite, linked by Saint-Saëns' "March of the Royal Lion" theme.
- Sing a variety of "animal-inspired" songs which can be sung as rounds.

### As experts in computing we will:

- Become text adventurers - rooms with player choices, 2code, 2connect (6.5)
- Expand our understanding of networks: internet; www; LAN; WAN etc (6.6)
- Explore quizzing (6.7 2quiz, 2diy, text toolkit, 2investigate) and editing/redesigning their own.

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:

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels and tables.

### Electricity:

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram.
- Understand different types of circuits and real life uses e.g. parallel, series, alarms (sensors and switches).  
STEM investigation: children investigate whether the thickness or length of wire changes the brightness of a bulb. Children go on to investigate the effects of changing a different component in a circuit and observing the results. For example: the number of cells in a circuit.

### Animals including humans:

- Describe the life process of reproduction in some plants and animals,
- Draw a timeline to indicate stages in the growth and development of humans,
- Learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

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Use the Respect Yourself, Eat Better Resources to consider food groups, nutrients and the healthy plate/lunchbox: human reproduction.

Please see Science progression map for further guidance.

### Develop our English skills through the stimuli of:

Please see skills and knowledge in year group assessment sheets for further information.

- Explanation texts - how mountains are created.
- Descriptions of the rolling Shropshire hills
- Poetry
- Adventure stories - narrative
- Persuasion - should we build a wind farm on the Brown Clee?  
Suggested books: The Boy with the Bronze Axe - Kathleen Fidler

### Develop our Maths skills through key foci of:

- Reasoning and problem solving in real-life contexts.
- Use of space data for problem solving.
- Solving problems involving the relative sizes of 2 quantities and where there are missing values.
- Percentages, decimals and fractions.
- Solve problems involving similar shapes where the scale factor is known or can be found
- Algebra
- Angles

Yr6: Design and make maths board games and design a project based on a real-life context (Rock Club).

Please see skills and knowledge in year group assessment sheets for further information.

