

Word of the Week: Welcome, Encounter, Outreach, Dialogue, Listen, Rosary, Respect.

RE

Creation and Covenant

Creation: Explore the first Creation story in Genesis and its poetic language. **Made in God's image:** Understand that every person is special and made in God's image. **Everyone is equal:** Link Creation with the belief that all people have equal dignity. **Stewardship:** Understand that we are called to care for God's world.

DIFFERENTIATION:

Teacher and TA support differentiation through task, intervention or outcome.
Individual Provision Maps for pupils with SEN
Support resources (word banks/writing frames/ICT, visual timetable/prompts etc where appropriate).

CENTRAL THEME

**Bronze Age
Stone Age
Iron Age**

HUMANITIES - History/Geography:

- To name and locate the world's seven continents and five oceans. To draw 4 points of a compass and a key, on a map.
- To name and locate the four countries, and capital cities of the United Kingdom and its surrounding seas. To name and locate some counties in the UK, including Wiltshire and Nottinghamshire. To name and locate some cities, including Bristol, London and Nottingham. To locate and mark **Stonehenge** on a map of the UK. To use geographical language (**N,S,E,W**) to talk about scale, distance and direction.
- To place stone age - Iron age, and what comes after (Romans), on a **timeline**. Use pictures and dates. What do you already know about these times?
- Stone age: Introduce British stone age and compare the Maya and/or Indus Valley civilisations with British stone age. Notice similarities and differences/ parallels: tools/ weapons/ crafts.
- Bronze age: is bronze better than stone? How was bronze made? Where does copper and tin come from? How were bronze tools and weapons made? (HA)

CREATIVE ARTS:

Music - Outside provider
Art/D&T - Electrical systems

PE - Fundamentals and Yoga
PSHE - As a rule, looking after our special people, how can we solve this problem? Friends are special, thanks, Dan's dare.

COMPUTING:

E-Safety

To understand how the internet can be used to share beliefs.
To explain what should be done Before sharing information online.

To identify the effects that the Internet can have on people's Feelings.

SCIENCE: Light

- To recognise that they need light in order to see things and that dark is the absence of light
- To notice that light is reflected from surfaces
 - To recognise that light from the sun can be dangerous and that there are ways to protect their eyes
 - To recognise that shadows are formed when the light from a light source is blocked by an opaque object
 - To find patterns in the way that the size of shadows change.

ENGLISH:

Reading, writing, speaking & listening.

Novel: The Stolen Spear

Weekly Reading Comprehensions- Non Fiction & Fiction

Diary entries

Character Description

Rainbow Grammar:

Past tense, time conjunctions, powerful adjectives, apostrophes for possession.

MATHS:

Developing fluency, reasoning and problem solving.

Place value, Addition and Subtract & Problem solving consolidation.

Daily Reasoning Problems

Daily Practice, reviews and times table practice.

MFL: French

Outside provider