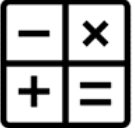







Thorpedene Primary School Curriculum Overview


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TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic Name	Spectacular species ARE HUMANS ANIMALS?	STONE AGE TO IRON AGE WHAT WAS IT LIKE TO LIVE IN THE STONE AGE?	IN THE SPOTLIGHT WHY IS LIGHT SO IMPORTANT?	Perfect Planet WHAT MAKES OUR PLANET SPECIAL?	EXCELLENT EYGPTIANS HOW DID THE ANCIENT EGYPTIANS LIVE?	SUPER SEASIDES WHAT IS A SEASIDE?
Maths 	Number: place value Number: Addition and subtraction	Number: Multiplication and division	Number: multiplication and division Measurement: Money Statistics	Measurement: Length and Perimeter Number: Fractions	Number: Fractions Measurement: Time	Number: Place value and four operations Measurement: Mass and Capacity
English Genres 	Poetry – humour poems Narrative – Peter Brown Wild Robot Non-fiction – Non-Chronological reports	Fiction – Adventure stories – Stone Age Boy Non-fiction – Persuasion (adverts)	Poetry – Blackout poems Fiction – playscripts Non-fiction – letter writing	Fiction – stories with a moral Non-fiction – explanations Poetry – humour poems	Poetry – poetry to express emotions Fiction – Myths and legends – Egyptian myths Non-fiction – Recounts Newspapers	Poetry – Performance poems Fiction – stories with a moral Non-fiction – instructions
Key texts and focus authors 	Peter Brown Wild Robot	Satoshi Kitamura Stone Age Boy -	Eva Ibbotson The Abominables Roger McGough Until I met Dudley-	Oliver Jeffers – Stuck/ Lost/The day the crayons quit	Flat Stanley	Valerie Bloom
History 		Stone age to iron age Types of settlements and location Tool making/ cave painting Drama – re-enactment being in			Ancient Egypt Pyramids Mummies Hieroglyphics Tutankhamun	



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		the stone age as hunters NPP and trip				
		What was it like to live in the Stone age?				
<p>Geography</p> 	<p>To use maps, atlases and globes to locate countries and describe features studied</p> <p>To locate and name the countries and capital cities of the United Kingdom (recap)</p> <p>To locate and name major countries and their cities in Europe (need to converse with year 4)</p> <p>Jurassic coast Mary Anning</p> <p>HOW HAVE HUMANS SHAPED OUR WORLD?</p>			<p>To describe key aspects of volcanoes (European based)</p> <p>To explore land use patterns of a chosen region in UK and a contrasting European region</p> <p>To explore economic activity (inc trade links) of a chosen region in UK and a contrasting European region</p> <p>To explore types of settlement of a chosen region in UK and a contrasting European region</p> <p>To understand similarities and differences between where we live in the UK and a European region; studying the human and physical geography.</p> <p>NPP – Pompeii</p>	<p>To identify the position and significance of the equator.</p> <p>To use maps, atlases and globes to locate countries and describe features studied</p> <p>To use computer mapping to locate countries and describe features studied</p> <p>Using atlases to locate Egypt and the Nile</p> <p>Explore Egyptian topographical features and man-made features</p>	<p>To describe and understand rivers, coasts and mountains (UK) Rivers and coasts</p> <p>Outdoor learning to create river</p>



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<p>Science</p> 	<p>To identify that animals and humans, need the right types and amounts of nutrition.</p> <p>To explain that animals and human cannot make their own food.</p> <p>To explain why humans and some other animals have skeletons and muscles.</p> <p>Muscles and exercise - outdoor gym CREST</p> <p>WHAT DO HUMANS/ANIMALS NEED TO LIVE?</p>	<p>Egg box museum</p> <p>To examine and explore various types of rocks.</p> <p>To group different types of rocks.</p> <p>To explain what soils are made from.</p> <p>To describe how fossils are formed. <i>Prof. Chris Jackson</i></p> <p>WHY IS SOIL SO IMPORTANT?</p> <p>WHY WERE ROCKS SO IMPORTANT IN THE STONE AGE?</p>	<p>Light Reflection/mirrors Shadows Shadow puppet theatre</p> <p>How does light affect shadows?</p>	<p>Drifting dandelions CREST</p> <p>To explain the different parts and roles of a flowering plants.</p> <p>To explore and compare the requirements of plants for life and growth.</p> <p>To investigate the way water is transported within plants.</p> <p>To explore that part that flowers play in the life cycle of flowering plants.</p> <p>Hyde Hall</p>	<p>♣ Compare how things move on different surfaces ♣ Notice that some forces need contact between two objects, but magnetic forces can act at a distance ♣ Observe how magnets attract or repel each other and attract some materials and not others ♣ 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 ♣ Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>A ride in my bucket – CREST Bowled over – CREST Craft rafts – CREST <i>Dr Helen Czerski</i></p>
<p>PSHE</p> 	<p>Being me in my worlds</p> <p>WHAT MAKES ME SPECIAL?</p>	<p>Healthy me</p> <p>HOW CAN I KEEP MYSELF SAFE AND HEALTHY?</p>	<p>Dreams and goals</p> <p>How can I achieve my dreams, goals and aspirations?</p>	<p>Celebrating difference</p>	<p>Relationships</p>	<p>Changing Me</p>



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<p>Art</p> 	<p>Inspirations of Giuseppe Archiboldo – create a 3D sculpture in clay</p> <p>HOW DID GIUSEPPE ARCHIBOLDO CREATE HUMANS FROM VEGETABLES?</p>	<p>Cave painting – history and outdoor learning</p> <p>Charcoal drawings</p> <p>WHAT WAS STONE AGE CAVE ART?</p>		<p>Volcano art (geography) Paint (splatter effect) Jackson Pollock</p>	<p>Hieroglyphic painting on papyrus paper</p> <p>Egyptian architect Imhotep</p> <p>Sketched observational drawings (still life)</p> <p>Life of Georgia O’Keefe – painting flowers – still life and perspective</p>	<p>River collage (geography) using different media</p> <p>Life and inspirations of Lynette Amelie – watercolour beach huts</p>
<p>DT</p> 	<p>Design, make and evaluate anatomically correct skeletons using pivotal joints</p> <p>HOW IS THE HUMAN SKELETON CONNECTED TOGETHER?</p>	<p>Design, make and evaluate 3D shelters – history and outdoor learning Teamwork</p> <p>Design, make and evaluate stone age tools</p> <p>HOW WERE STONE AGE TOOLS DIFFERENT TO THOSE WE HAVE TODAY?</p>	<p>Design, make and evaluate a shadow puppet show Joining techniques (science)</p> <p>How are joining techniques used effectively to create a shadow puppet?</p>	<p>Design, make and evaluate bird houses</p>	<p>Design, make and evaluate mummies and sarcophaguses</p>	<p>Design, make and evaluate froyo/ ice lollies and sandwiches Observe the seasonality of fruit and their locations Knife skills/ hygiene</p>
<p>Music</p> 	<p>Let your spirit fly</p>	<p>Bringing us together</p>	<p>The dragon song</p>	<p>Three little birds</p>	<p>Glockenspiel Stage 1</p>	<p>Reflect, rewind and replay</p>



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<p>Computing</p> 	<p>Computing systems and networks – connecting computers</p> <p>HOW DO COMPUTERS COMMUNICATE WITH EACH OTHER?</p>	<p>Creating media - Animation</p>	<p>Creating media – Desktop publishing Touch typing</p>	<p>Data and information - Branching database</p>	<p>Communication and email</p>	<p>Programming B – events and actions</p>
<p>French</p> 	<p>Bonjour Saying hello and goodbye Asking someone's name Asking how someone is</p> <p>NPP Greetings?</p> <p>HOW DO FRENCH PEOPLE GREET EACH OTHER?</p>	<p>Les animaux Animals and pets Numbers 11 – 20 Describing someone</p> <p>HOW DO WE COUNT TO 20 IN FRENCH?</p>	<p>Mon corps Parts of the body Days of the week</p> <p>How do we say the different parts of the body?</p> <p>How do we say the 7 days of the week?</p>	<p>En classe Naming classroom objects and colours. How to say your age Classroom instructions</p>	<p>Ma famille Members of the family Alphabet Household items Using prepositions <i>dans</i> and <i>sur</i></p>	<p>Bon anniversaire! Recognising and asking for snacks Numbers 21 – 30 Months of the year</p>
<p>RE</p> 	<p>L2.1 What do different people believe about God? Christians, Hindus and / or Muslims</p> <p>WHAT DO DIFFERENT PEOPLE BELIEVE ABOUT GOD?</p>	<p>L2.5 Why are festivals important to religious communities? Christians, Hindus and / or Muslims and / or Jewish people</p> <p>WHY ARE FESTIVALS IMPORTANT TO RELIGIOUS COMMUNITIES?</p>	<p>L2.4 Why do people pray? Christians, Hindus and / or Muslims</p> <p>Why is prayer important to different religions? How do different religions pray?</p>	<p>L2.2 Why is the Bible so important for Christians today?</p>	<p>L2.7 What does it mean to be a Christian in Britain today?</p>	<p>L2.7 What does it mean to be a Christian in Britain today?</p>
<p>PE</p> 	<p>Active athletics Fitness Frenzy</p> <p>HOW DO WE EXERCISE ALL PARTS OF OUR BODY?</p>	<p>Brilliant Ball Skills Gym fit Circuits</p> <p>WHAT DIFFERENT BODY PARTS CAN WE USE TO CONTROL A BALL?</p>	<p>Skip to the Beat Groovy Gymnastics</p> <p>How is skipping good for our body?</p>	<p>Orienteering</p>	<p>Mighty Movers (Running) African dance</p>	<p>Multi skills Boot camp</p>



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<p>Outdoor Learning/Forest School</p> 	<p>Outdoor gym Planting winter crops</p> <p>WILL A PLANT GROW IN THE WINTER?</p>	<p>Tool making Cave painting 3D shelters Stone age hunting and campfire Trip WHAT MAKES AN EFFECTIVE SHELTER?</p>	<p>Shadow creating</p> <p>How are shadows created?</p>	<p>Volcanoes?</p>	<p>Plant hunt Seed planting</p>	<p>Creating a river – erosion Path of a river from source to sea</p>
<p>Curriculum enrichment opportunities (may include visits, hook days, visitors etc)</p> 	<p>NPP – mental health, French Greetings</p>	<p>NPP Stone Age NPP Rocks, Bullying</p>	<p>NPP Dinosaurs/Evolution, NPP Online safety</p>	<p>NPP Natural Disasters NPP Plants</p>	<p>NPP Ancient Egypt</p>	<p>NPP Recycling Silent Disco Silent Disco</p>