

Year	SEQUENCE OF LEARNING							
Term	Thematic Question: “How did prehistoric people use the natural world?”							
	School Value: Respect				Geometry: Mandalas			
	Enrichment: Iron Age Farming Visit							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Literacy Literacy Tree	<p style="text-align: center;">The First Drawing Outcome: Historical Narrative</p>							
Maths MNP	Numbers to 1000			Addition & Subtraction				
Science Plants	Explore the requirements of plants for life and growth (air, light, water, nutrients from soil)	Set up a comparative test	Record findings of the test	Explain findings using a line graph and conclusion	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	Investigate the way in which water is transported within plants	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	
History - Stone Age to Iron Age	When was the Stone Age, Bronze Age and Iron Age?							
Art/DT	<p style="text-align: center;">DT - Roundhouses Art - Using materials available to the Stone Age people to create cave paintings</p>							

Music Sing Up	<p style="text-align: center;">'I've been to Harlem' Focus: Pitch shape, ostinato, round, pentatonic, call-and-response</p>						
Computing Teach Computing - Desktop Publishing (Getting to know our Chromebooks)	Words and Pictures	Can you edit it?	Great template!	Can you add content?	Lay it out		Why desktop publishing?
PE Get Set 4 PE - Tennis	To develop racket and ball control.	To explore rallying using a forehand.	To explore returning the ball using a forehand.	To explore returning the ball using a backhand.	To learn how to score and use simple rules.	To work cooperatively with others to begin to manage a game.	
RE Discovery RE	<p style="text-align: center;">Judaism How special is the relationship Jews have with God?</p>						
RSHE Jigsaw - Being me in My World	Getting to Know Each Other	A Nightmare School	A Dream School	Rewards and Consequences	Our Learning Charter		Owning our Learning Charter