

English

Our English lessons in the first half term will be using key text 'Stig of the Dump' by Clive King as a stimulus. In the second half of the term, we will focus on wolves to inspire our writing and read stories such as Wolf Brother by Michelle Paver, Wolf Wilder by Katherine Rundell and Wolves in the Walls by Neil Gaiman. The children will explore the following genres of writing: diaries, adverts, letters, non-fiction and narratives.

The children will also have specific grammar focuses during our grammar sessions which will be reinforced during Literacy. The age related national curriculum grammar objectives can be found on the school website.

Art

The children will understand how art was used to record life in the Stone Age. They will explore cave paintings from the period and will develop skills for painting and design. Children will experiment with making their own tools and paint using natural dyes like they did in the Stone Age. They will produce a whole class 'cave painting' using these skills.

Religious Education

In this unit of work, the children will learn about Lent, The Story of Easter and the symbols of Easter. We will explore the meaning of Easter to the Christian religion and the different ways that Easter is celebrated. Children will retell the Easter story using a variety of methods.

Music

Caterpillars will be learning about music by different composers. Roe Deer & Badgers will learn how pitch is written in order to read music and learn to play melodies using basic note formation. Foxes & Kestrels will investigate pitch and learn how to read treble notation on the stave in order to play simple melodies.

Computing

This unit of work focuses on children programming and using the software Scratch. Throughout the unit, children will learn to make different algorithms and programmes on Scratch and how to debug them, in order to create their own quiz.

History

Through examining artefacts, asking questions, research and role play, children will understand the term 'prehistory' and how we can learn about it using a range of sources. The children will learn about the chronology of key areas of the Stone Age, Bronze Age and Iron Age including diet, transport, homes, tools and discovering how and why key aspects of life changed during that time. They will be encouraged to ask questions and piece together evidence to make assumptions about the past.

Design and Technology

Children will be studying architecture throughout the ages and how designs have evolved. They will be designing and making a roundhouse using the 'wattle and daub' technique.

P.E

Children will be exploring a range of movements in Gym including take-off and landing, balances, shadowing and mirroring, floor sequences and bench /table work. They will also be extending their knowledge of games and teamwork with a focus on handball and football.

Stone Age – Iron Age

Cycle 1 - Juniors Spring Term 2019

Science

Caterpillars - Plants: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers; explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant;

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.

Roe Deer and Badgers – States of Matter: compare and group materials together, according to whether they are solids, liquids or gases; observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C); identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sound: identify how sounds are made, associating some of them with something vibrating; recognise that vibrations from sounds travel through a medium to the ear; find patterns between the pitch/volume of a sound and features of the object that produced it; recognise that sounds get fainter as the distance from the sound source increases.

Foxes – Earth and Space: describe the movement of the Earth and other planets relative to the sun in the solar system; describe the movement of the moon relative to the Earth; describe the sun, Earth and moon as approximately spherical bodies; use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Kestrels – 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.

Evolution and inheritance: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.