

<b>Long, Long Ago</b> Where and when did the earliest civilisations develop and what did they achieve?	
<b>Big Impact Event</b> Egyptian Dress Up Day and Theatre Exchange Drama Workshop	<b>Celebration of Learning</b> Showcase of learning to parents.
<b>Science – How do plants reproduce?</b> <ul style="list-style-type: none"> <li>• Flowering plants reproduce by the process of pollination</li> <li>• Pollination leads to the formation of a seed which can grow into a new plant</li> <li>• Flowering plants have evolved specific parts to carry out pollination and seed growth</li> <li>• Those parts are stamen where pollen is produced, stigma where pollen is collected, and the ovaries which contains the eggs that become a seed when the pollen travels down the stigma and meets the egg</li> <li>• Flowers have petals also are a range of colours, patterns, and smells to attract insects</li> <li>• Plants and flowers look different because they pollinate in different ways</li> <li>• There are two types of pollination Insect and wind</li> <li>• Insect pollinated flowers are usually bright coloured and strong scents</li> <li>• Wind pollinated flowers have less colourful petals and less scent</li> <li>• Plants have evolved many different ways to disperse their seeds</li> <li>• Seed dispersal increases the chances of seeds germinating and growing into a mature plant</li> <li>• A seed contains a miniature, undeveloped version of the plant</li> <li>• They contain a food store for the first stage of growth (until the plant can make its own food)</li> <li>• They are surrounded with a protective coat</li> </ul>	<b>DT – Shell Structures</b> <ul style="list-style-type: none"> <li>• Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.</li> <li>• Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.</li> <li>• Order the main stages of making.</li> <li>• Use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.</li> <li>• Explain their choice of materials according to functional properties and aesthetic qualities.</li> <li>• Use finishing techniques suitable for the product they are creating.</li> <li>• Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.</li> <li>• Test and evaluate their own products against design criteria and the intended user and purpose</li> <li>• Develop and use knowledge of how to construct strong, stiff shell structures.</li> <li>• Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>
<b>Art – Printing</b> <ul style="list-style-type: none"> <li>• Build a printing block by applying string/wool onto a cardboard tile</li> <li>• Ink up a block and print a regular and off-set pattern</li> <li>• Use 2 or more colours to create a design by layering prints of different colours (e.g., 1st print blue, 2nd print yellow on top or offset)</li> </ul>	<b>History –the achievements of the earliest civilizations including an in depth study of the ancient Egyptians.</b> <ul style="list-style-type: none"> <li>• Place the time studied on a time line and use dates and terms related to the topic of study</li> <li>• Sequence several events or artefacts</li> <li>• Understand the term BCE and BC</li> <li>• Find out and compare the everyday lives of people in time studied with their own lives today</li> <li>• Understand and identify reasons for and the results of their actions</li> <li>• Use a range of sources e.g. to find out about a period.</li> <li>• Select and record relevant information</li> <li>• Begin to use the library and internet for research</li> <li>• Identify and give reasons for different ways the past is represented</li> <li>• Compare different versions of the same story from different sources and discuss why they might be different</li> </ul>
<b>PE and Games – OAA (Outdoor Adventurous Activities), Rounders, Cricket, Handball and preparing for our first Manor Junior School Sport’s Day)</b> <ul style="list-style-type: none"> <li>• Use basic throws, jumps and running techniques.</li> <li>• Recognise achievements and simple improvements.</li> <li>• Skills associated with batting, catching and fielding in striking/fielding games and apply these to simple attacking and defending principles.</li> <li>• Working effectively as a team and individually during Outdoor Adventurous Activities (OAA) to solve a range of challenges</li> </ul>	<b>PSHE +C – Fire Safety and Hazard Watch</b> Fire Safety: <ul style="list-style-type: none"> <li>• Understand how our actions and choices can affect others</li> <li>• Be able to recognise how drivers can be distracted</li> <li>• Know how to help others stay safe</li> <li>• Be able to describe the differences between safe and risky choices</li> </ul> Hazard Watch: <ul style="list-style-type: none"> <li>• Know what items are safe to play with and what items are unsafe to play with</li> <li>• Be able to name potential dangers in different environments</li> <li>• Know what food and drink items are safe or unsafe to eat or drink</li> <li>• Be able to name dangers that can affect others, for example younger siblings</li> </ul>
<b>RE –MFL – Ice Creams (continued)</b> <ul style="list-style-type: none"> <li>• Listen to and enjoy short stories, nursery rhymes &amp; songs</li> <li>• Recognise familiar words and short phrases covered in the units taught</li> <li>• Communicate with others using simple words and short phrases covered in the units</li> <li>• Read familiar words and short phrases accurately by applying knowledge from Language Angels on a few key sounds</li> <li>• Understand the meaning in English of short words I read in the foreign languages</li> <li>• Write familiar words &amp; short phrases using a model or vocabulary list</li> <li>• Start to understand the concept of noun gender and the use of articles</li> <li>• Use the first-person singular version of high frequency verbs</li> </ul>	<b>PE and Games – OAA (Outdoor Adventurous Activities), Rounders, Cricket, Handball and preparing for our first Manor Junior School Sport’s Day)</b> <ul style="list-style-type: none"> <li>• Use basic throws, jumps and running techniques.</li> <li>• Recognise achievements and simple improvements.</li> <li>• Skills associated with batting, catching and fielding in striking/fielding games and apply these to simple attacking and defending principles.</li> <li>• Working effectively as a team and individually during Outdoor Adventurous Activities (OAA) to solve challenges at their age-related level</li> </ul>
<b>RE - Sacred Place: Mandir and Church (Golden Thread – special)</b> <ul style="list-style-type: none"> <li>• Express and describe responses to own experiences of concepts introduced.</li> <li>• Recognise and describe how their responses relate to their own lives and others.</li> <li>• Accurately describe what has been taught and how it could be used in the tradition covered.</li> <li>• Accurately describe what has been taught and how it could vary within the concept being studied.</li> <li>• Children can understand and describe the value of concepts that have been studied and can recognize the issues that may arise.</li> </ul>	(This cell is empty as the content is covered by the adjacent cell in the previous row)

**Computing – Creative Media**

- Type using capitals and lowercase text. Understand how to change the case using caps lock or temporarily change it using shift
- Understand that symbols on the top of a key can be accessed by holding down shift
- Know how to delete both ways using the backspace and delete keys and can micro move the cursor using the keyboard arrow keys.
- Know how to undo and redo
- Use save and save as understanding that it is best to save sequential versions of a document so you can go back to previous versions
- Change font type, size & colour and know when to use these

**Music – Flight of the Bumble Bee (Composition) continued**

- Develop instrumental skills and techniques and use them to play (on tuned and un-tuned instruments) with increased accuracy and growing musicality e.g. Use 2 hands for tuned percussion.
- Play instruments with different parts of the hand.
- Collaborate to create a piece of music
- Describe music using appropriate vocabulary
- Begin to compare different kinds of music
- Recognise differences between music of different times and cultures
- Create repeated patterns using a range of instruments
- Include different rhythms in metres of 2,3 or 4
- Combine different sounds to create a specific mood or feeling
- Understand how the use of tempo can provide contrast within a piece of music
- Begin to read and write musical notation
- Combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition

Geography not covered this half term

**Enrichment Opportunities e.g., outdoor learning**

- Observing plants as part of our science learning
- Using the outdoor space for drama related to the life of the ancient Egyptians.
- Visit to St John’s Church
- Wisley Gardens visit