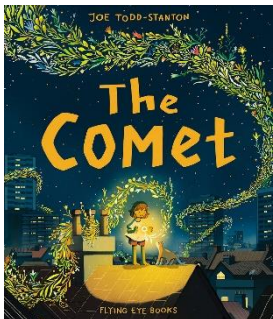
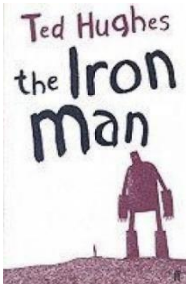

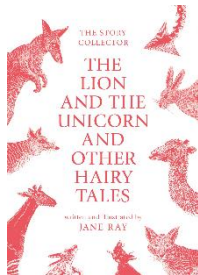




	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Idea	<p>"A luminously beautiful picture book, full of bittersweet farewell feelings, about learning to welcome the new."</p> 	<p><i>The Iron Man came to the top of the cliff. Where had he come from? Nobody knows. How was he made? Nobody knows.</i></p> 	<p>Jane Ray ventures into forests, jungles, mountains, and even imaginary worlds to find stories about animals of all kinds: rough-skinned elephants, yellow-eyed tigers, hulking great bears, elegant springing antelope, wily rabbits, and more.</p> <p>...</p> 	<p>Jane Ray ventures into forests, jungles, mountains, and even imaginary worlds to find stories about animals of all kinds: rough-skinned elephants, yellow-eyed tigers, hulking great bears, elegant springing antelope, wily rabbits, and more.</p> <p>...</p> 	<p>Marcy, the daughter of a once-great adventurer, feels like she doesn't measure up, adventurer-wise. But when Marcy's dad disappears on urgent business for a week with no word, Marcy gets worried and flies to Egypt on the back of a bird to find him.</p> 	<p>Elizabeth Cotten was only a little girl when she picked up a guitar for the first time. It wasn't hers (it was her big brother's), and it wasn't strung right for her (she was left-handed). But she flipped that guitar upside down and backwards and taught herself how to play it anyway</p> 
Core Texts	The Comet Joe Todd Stanton	The Iron Man Ted Hughes	The Lion and the Unicorn and other Hairy tales Jane Ray	The Lion and the Unicorn and other Hairy tales Jane Ray	Marcy and the riddle of the Sphinx Joe Todd Stanton	Libba Laura Veirs

Possible Guided Reading texts (from Ashley Booth)	How to wash a woolly mammoth Stone Age Boy The pebble in my pocket	Stonehenge Broken Bones Sugar Bone health in children	Be safe on the internet DigiDuck's big decision Raindrops keeping falling on my head Cloudy with a chance of meatballs How are rainbows formed	Egg Drop Sir Issac Newton and the apple story Magnes The Shepherd and the discovery of magnets Rusty the squeaky robot The Iron Man The Iron Woman The Wild Robot	Settlements Town is by the sea Tokyo The Dark Smoot My Shadow	Why are tomatoes a fruit? A seed is sleepy Du iz tak
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<p>Suggested Progression of Themes</p>		<ol style="list-style-type: none">1. Where has the Iron Man come from? What is he trying to do?2. How does Hogarth's feelings change towards the Iron Man?3. How should we treat people that we don't know?4. How is the Iron Man portrayed?5. How might the leaders of the world be feeling about the Iron Man's arrival?6. Can profound peace in the world ever be achievable?7. How can we have harmony between people, nature and culture?				
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Current affairs/wider world opportunities	Recycling Environment Climate change	Survival in challenging environments Privilege Freedom	Courage Selflessness Promises	Environment Recycling Fitting in	Friendships Differences Loneliness	Environment Bereavement Loyalty
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Cross-Curricular Links	<p>English</p> <p>Mathematics Place Value, addition and subtraction</p> <p>Science Skeletons Movement Nutrition and Diet</p> <p>Geography Stone Age to Iron Age</p> <p>PSHE Being Me in my World Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p>	<p>English</p> <p>Mathematics Multiplication and Division</p> <p>Science Food waste Rocks</p> <p>History Where does our food come from?</p> <p>PSHE Celebrating Differences Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p>	<p>English</p> <p>Mathematics Numbers, measurement and money</p> <p>Science Fossils Soil</p> <p>Geography Countries of the world</p> <p>PSHE - Dreams and Goals Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting</p>	<p>English</p> <p>Mathematics Measuring length and perimeter and fractions</p> <p>Science Light</p> <p>History Early Civilisations</p> <p>PSHE-Healthy Me Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices</p>	<p>English</p> <p>Mathematics Fractions and time</p> <p>Science Plants</p> <p>Geography Ancient Egypt</p> <p>PSHE Relationships Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p>	<p>English</p> <p>Mathematics Shapes, mass and capacity</p> <p>Science Forces Plants Magnets Biodiversity</p> <p>History In the desert</p> <p>PSHE Changing Me How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p> <p>Art Drawing</p>
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	<p>Art (Kapow) Prehistoric Art</p>	<p>D&T Cooking and nutrition</p>	<p>Art Drawing</p>	<p>D&T Sculpture and 3D</p>	<p>D&T Textiles – Egyptian collar</p>		
	<p>ICT Coding</p>	<p>ICT simulations spreadsheets</p>	<p>ICT Online safety Touch typing</p>	<p>ICT Email</p>	<p>ICT Branching databases Graphs</p>	<p>ICT PPT</p>	
	<p>R.E People of God What is it like to follow God?</p>	<p>R.E Incarnation What is the trinity?</p>	<p>R.E Sikhism What is important for Sikh people?</p>	<p>R.E Sikhism How do Sikh people worship and celebrate?</p>	<p>R.E Kingdom of God When Jesus left, what was the impact of Pentecost?</p>	<p>R.E Humanism</p>	
	<p>Music Ukuele Kent Music Service Harvest Festival Singing</p>	<p>Music Ukuele Kent Music Service Christmas Carol Singing</p>	<p>Music Ukuele Kent Music Service</p>	<p>Music Ukuele Kent Music Service</p>	<p>Music Ukuele Kent Music Service</p>	<p>Music Ukuele Kent Music Service</p>	
	<p>PE Invasion games Sending & receiving Explore S&R abiding by the rules of the game. Dribbling Explore dribbling the ball abiding by the rules of the game under some pressure. Attacking Developing movement skills to lose a defender. Explore shooting actions</p>	<p>PE Dance Create actions in response to a stimulus individually and in groups. Dynamics Use dynamics effectively to express an idea. Space</p>	<p>PE Gymnastics Shapes Explore matching and contrasting shapes. Balances Explore point and patch balances and transition smoothly into and out of them. Rolls Develop the straight, barrel, and forward roll. Jumps Develop stepping into</p>	<p>PE Net and wall Shots Explore returning a ball using focus shots such as the forehand and backhand. Serving Explore serving from an underarm serve. Rallying Explore rallying with a forehand. Footwork Consistently use and</p>	<p>PE Striking and fielding Striking Begin to strike a bowled ball using different equipment. Fielding Explore bowling and fielding skills to include a two-handed pick up and long and short barriers. Throwing Use overarm and underarm throwing</p>	<p>PE Athletics Running Develop the sprinting technique and apply it to relay events. Running Develop fluency and rhythm when running over obstacles. Jumping Develop technique in a range of approaches and take off positions.</p>	

	<p>in a range of invasion games.</p> <p>Defending Track opponents to limit their scoring opportunities.</p> <p>Space Develop moving with a ball towards goal With some control.</p>	<p>Use directions to transition between formations.</p> <p>Relationships Develop an understanding of formations.</p> <p>Performance Perform short, self choreographed phrases showing and awareness of timing</p>	<p>shape jumps with control.</p>	<p>return to the ready position in between shots.</p>	<p>in game situations.</p> <p>Catching Catch with some consistency in game situations.</p>	<p>Jumping Develop jumping for height and safety on landing.</p> <p>Throwing Explore the technique for a pull throw.</p>
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<p>Skills</p>	<ul style="list-style-type: none"> -To understand the changes in Britain from the Stone Age to the Bronze Age. (HisPoS) -Similarities and differences between the periods. (HisPoS) -To investigate artefacts. (HisPoS) - Palaeolithic, Mesolithic and Neolithic (HisPoS) -Extinct animals (HisPoS) -To study the changing landscapes across Britain and understand the introduction of farming (GeoPoS). - To engage children with a story with which they will empathise. (EngPoS) -To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives. (CitPoS) - To develop creative responses to the text through drama, storytelling and artwork. (EngPoS) (ArtPoS) -To compose poetry. (EngPoS) 	<ul style="list-style-type: none"> -Identify what a body needs to survive (SciPoS) -Identify the different food groups and their purpose and the healthy eating plate(SciPoS)(PEPoS)(PSHEPoS) -To understand the role of the human skeleton (SciPoS) -To organise and classify vertebrates and invertebrates (SciPoS) -To recognise that animals can have skeletons in different forms. (SciPoS) -To recognise the role that muscles play alongside the skeleton (SciPoS) 	<ul style="list-style-type: none"> -To enjoy a story and discuss its meanings. - To understand the themes of a text. (EngPoS) - To broaden understanding of writers' use of language and build a varied vocabulary. (EngPoS) -To write narratives from a character's perspective. (EngPoS) -To understand how what a force is and how it is created. (SciPoS) - To define what a variable is. -To define what a fair test is. - The different between a diagram and illustration. -To follow instructions to follow a method. -how to collect data and communicate results. (SciPoS) - To compare the geographical landscape, climate and culture between Jamaica and the UK. (GeoPoS) 	<ul style="list-style-type: none"> - To explore themes and issues, and develop and sustain ideas through discussion of our planet and how to care for it. (GeoPoS) (SciPoS) - To develop creative responses to the text. (EngPoS) - To write with confidence for real purposes and audiences. (EngPoS) -To understand and describe what life was like in Ancient Egypt in 3100 BC. (HisPoS) - To explore the process of Ancient mummification. (HisPoS) - To learn about an Ancient Pharaoh named Tutankhamun by studying how and why he is so famous and to research his burial. (HisPoS) - To understand how life in Ancient Egypt is similar and different to our life today. (HisPoS) 	<ul style="list-style-type: none"> -To study features common within the European fairy-tale tradition and use this as a basis to write their own stories. (EngPoS) -To use the book as a stimulus to write across multiple genres of writing from another character's point of view. (EngPoS) -To explore, interpret and respond to illustrations in a book. (EngPoS) (ArtPoS) -To enjoy a story and discuss its meanings. (EngPoS) -To build an imaginative picture of a fantasy world, based on real life experiences -To explore these through role play and through writing in role. (EngPoS) -To write own stories based on the story read from another character's point of view. (EngPoS) 	<p>ADD LOB BITS</p> <ul style="list-style-type: none"> -To use the book as a stimulus to write across multiple genres of writing from another character's point of view. (EngPoS) -To explore, interpret and respond to illustrations in a book. (EngPoS) (ArtPoS) -To enjoy a story and discuss its meanings. (EngPoS) -To build an imaginative picture of a fantasy world, based on real life experiences -To discuss the meaning of equality and determine its importance in school life and the wider world. (CitPoS) -To understand the features of a plant, their functions (SciPoS) -To learn what plants need to survive (SciPoS) -To learn about chlorophyll and the
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	<ul style="list-style-type: none"> - To write in role in order to explore and develop empathy for characters. (EngPoS) - To create a tin forest collage out of rubbish. (DTPos) - To identify different types of rocks using their physical appearance and properties. To recognise that soils are made from rocks and organic matter. To describe in simple terms how fossils are formed and made (when things that had lived were trapped in a rock). (SciPoS) 		<ul style="list-style-type: none"> - To identify types of settlement and land use, economic activity, food, minerals and water in both the UK and Jamaica (GeoPoS). 	<ul style="list-style-type: none"> -To create an oil pastel picture of an Ancient Egyptian Pharaoh. (ArtPoS) -to understand what a force is/ what friction is. (SciPoS) -to understand thst a magnet is a force (SciPoS) -to understand the magnetic field (SciPoS) 	<ul style="list-style-type: none"> - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, keys, plans and graphs, and digital technologies. (GeoPoS) -To use maps/atlasses to describe land use and how it has changed over time (GeogPoS)(CitPoS) -To recognise urban/rural and identify/locate major urban areas in the UK (GeoPoS) - How light travels from light sources to our eyes, or from light sources to our eyes (nocturnal animals). (SciPoS) (SciPoS) -How echo location works (bats and nocturnal animals) (SciPoS) 	<ul style="list-style-type: none"> role it plays for plants (SciPoS) -To investigate man made and natural features (GeogPoS) -To identify the vital nature of farming in the UK (GeogPoS) -To understand the yearly cycle of farming (GeogPoS) -To understand the role climate on farming(GeogPoS)(CitPoS)
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Experiences	Kent Life experience					
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<p>Knowledge</p>	<p>The earliest time when human beings first used tool carved out of stones in called the Stone Age. It is called the Stone Age because the people used tools and weapons made of stone.</p> <p>The Stone Age is the name given to the earliest period of human culture when stone tools were first used. The Stone Age ended when men began smelting metal. It was thousands of years ago when the primary purpose of human beings was to protect themselves from other beings and feed themselves.</p> <p>The Stone Age had three different time periods called the Neolithic, the Mesolithic and, the most recent, which was called the Paleolithic.</p> <p>The Bronze Age is the time period when people made tools from an alloy (a mixture of metals) called bronze. Bronze is a mixture of mainly copper and tin: usually nine parts copper to one part tin.</p>	<p>The Iron Age is the period after the Bronze Age. As its name suggests, Iron Age technology is characterized by the production of tools and weaponry by ferrous metallurgy (ironworking), more specifically from carbon steel. Iron is easy to find, but hard to make into tools. It melts at a higher temperature than bronze. When blacksmiths learned how to make iron tools, they were able to make many of them.</p> <p>With more and better tools, people could do more. For example, more people could own a metal plough. They could farm their fields better</p>	<p>Ghana is situated on the west coast of Africa and is a land of lowland hills. 22,019,000 people live in Ghana.</p> <p>Ghana has 92,100 square miles of land. Ghana has a very hot climate as it is near to the equator. The country is the second largest producer of gold in Africa.</p> <p>Ghana is the world's second largest producer of cocoa beans.</p> <p>The colourful national costume is made from handwoven cloth called Kente.</p> <p>Traditional salad in Ghana often consists of lettuce, tomato, onion, boiled eggs, tuna and a perhaps unexpected ingredient, baked beans!</p> <p>Tourists visit Shai Hills to see baboons living wild at the edge of the savannah preservation.</p>	<p>The civilization of Ancient Egypt was located along the Nile River in northeast Africa. The Nile was the source of much of the Ancient Egypt's wealth.</p> <p>Ancient Egypt was rich in culture including government, religion, arts, and writing. The government and religion were tied together as the leader of the government, the Pharaoh, was also leader of the religion.</p> <p>Writing was also important in keeping the government running. Only scribes could read and write and they were considered powerful people</p> <p>Egyptian men and women wore makeup. It was thought to have healing powers, plus it helped protect their skin from the sun.</p> <p>They were one of the first civilizations to invent writing. They also used ink to write</p>	<p>Earth is the planet on which we live. It is made from several different layers – inner core, outer core, crust, mantle.</p> <p>Volcanoes are vents or cracks on the Earth's surface through which hot gases, molten rock and debris are emitted. There are about 1,900 volcanoes in the world. Volcanoes can be active, dormant or extinct.</p> <p>Tectonic plates can move in different ways which can result in earthquakes.</p> <p>Tsunami is a Japanese word which means Harbour Wave. A tsunami is a giant wave caused by a huge earthquake under the ocean.</p> <p>As the waves travel through shallower water near the land, they get bigger.</p> <p>A tornado is a swirling funnel of air that can</p>	<p>The name Tunbridge Wells originated as a result of the natural springs ('wells') in the area and their proximity to the town of Tonbridge (then 'Tunbridge').</p> <p>King Edward VII officially recognized the significance of the town with its frequent royal visits over the centuries including Queen Victoria.</p> <p>The designation 'Royal' is a rare and prestigious title. In fact, Royal Tunbridge Wells is one of only 3 English towns to be recognized as such.</p> <p>Tunbridge Wells has a population of 118,061.</p> <p>The River Teise is a tributary of the River Medway in Kent, England. It begins in Dunorlan Park in Tunbridge Wells.</p>
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	<p>The Bronze Age was not at the same time everywhere, because different groups of people began to use bronze at different times. In Western Europe, the Bronze Age lasted from about 2000 BC until 800 BC. In the Middle East, it started about a thousand years earlier. For example, bronze was first used in Mesopotamia around 3300 BC.</p>	<p>and grow more crops. Some people invented coins to help buy and sell their crops and their iron tools. Skara Brae is a well-preserved village on one of the Orkney Islands dating back to the Stone Age around 3000 BC. It consists of ten houses, and was occupied from roughly 3100–2500BC. It is Europe's most complete Neolithic village. Until 1850, Skara Brae lay under years of soil sediment when in the winter of that year a large storm stripped the grass from the large mound known as Skerrabra.</p>	<p>However, these primates love to steal things from the local area, including food, personal items and even live chickens. To combat this, farmers sometimes spray the chickens bright neon pink, which for some reason deters the baboons from stealing them!</p>	<p>and paper called papyrus. The Ancient Egyptians were scientists and mathematicians. They had numerous inventions including ways to build buildings, medicine, cosmetics, the calendar, the plough for farming, musical instruments, and even toothpaste. Finally, cats were considered sacred in Ancient Egypt.</p>	<p>come down from some of the biggest clouds, called Cumulonimbus. At the same time, there can be thunder and lightning.</p>	<p>A tributary is a river or stream flowing into a larger river or lake.</p>
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