

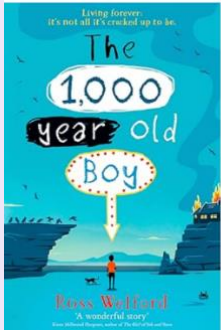
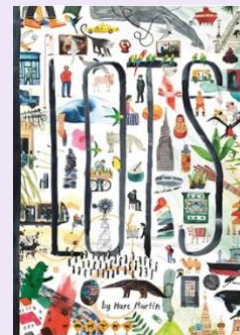
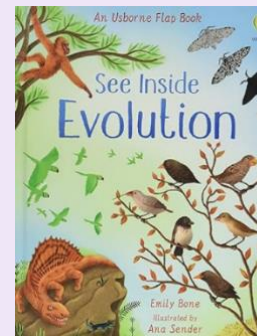
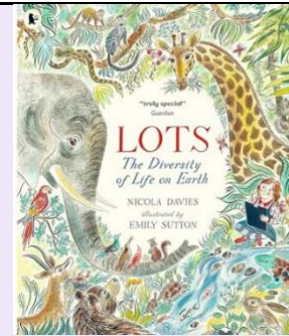


# Spring Term 2024

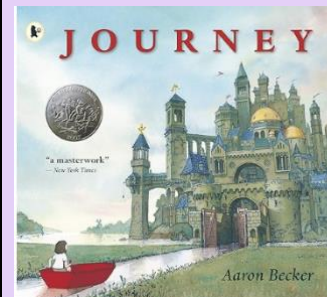
## Wonders of the World

Active learners	National Curriculum Coverage	Questions we may explore	Books we may share	Enrichment
<p><b>As scientists we will discover</b></p>	<p><b>EYFS</b> - Explore the natural world and the weather.</p> <p><b>Year 1 / 2</b> - Will observe seasonal changes and identify, classify and describe plants including trees.</p> <p><b>Year 3</b> - plants - rocks</p> <p><b>Year 4 / 5</b> -</p> <ul style="list-style-type: none"> <li>states of matter/ properties and changes in materials</li> <li>Electricity</li> </ul> <p><b>Year 5 / 6</b> -</p> <ul style="list-style-type: none"> <li>properties and changes in materials</li> <li>Evolution and inheritance</li> </ul>	<p>Why do some trees not lose leaves in the winter?</p> <p>How do we know when the seasons change?</p> <p>What is the world's tallest tree?</p> <p>How can plants be carnivores?</p> <p>What makes a plant amazing?</p> <p>Can plants grow anywhere?</p> <p>Which is the oldest plant?</p> <p>What can you find out from a rock?</p> <p>How are rocks different?</p> <p>How are stones made?</p> <p>Which is the strongest rock?</p>	  	<p>Planting</p> <p>Nature trail around Salhouse</p>



				
<p><b>As historians we will explore</b></p>	<p><b>EYFS</b> Past and present <b>Year 1 / 2</b> changes in living memory (toys and technology) <b>Years 3 - 6</b> Ancient Greece</p>	<p>How have toys changed over time? What have we gained from the Ancient Greeks? Who were Archimedes, Aristotle and Pythagoras? Was Alexander Great?</p>		<p>KS1 trip to Toy exhibition at Strangers Hall</p>

KS2 - Ancient Greek Day



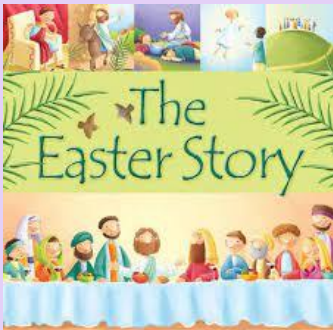


			  	
As geographers we will observe	<p><b>EYFS</b> - Compare and contrast between life in the UK and life in other countries, drawing on knowledge from maps and atlas.</p> <p><b>Year 1/2</b> - Use globes, atlases, aerial photography to identify countries around the world. Year 1 will also learn and use map symbols.</p> <p><b>Year 3 / 4 /5/6</b> - key aspects of physical geography including mountains, volcanoes and earthquakes</p>	<p>What causes a geyser?</p> <p>Which is the highest geyser?</p> <p>Why do we have earthquakes?</p> <p>What makes it rain?</p> <p>Is there an end of a rainbow?</p> <p>Why is the sky blue?</p> <p>Why do some mountains have snow on them even in the summer?</p> <p>Which is the biggest / smallest . . . .</p>	 	
As musicians we will connect	Through the Charanga music program:	<p>What is a composer?</p> <p>How can you tell a story through music?</p>		

	<p><b>EYFS</b> will sing and move to a range of well known nursery rhymes and songs.</p> <p><b>Year 1 / 2</b> - listen and appreciate music and create own compositions. Exploring sounds / inventing a musical story.</p> <p><b>Year 3-</b> Compose using your imagination</p> <p><b>Year 4 / 5</b> - Composing and chords</p> <p><b>Year 5/ 6</b> - Creative composition</p>	Can a sound reflect a colour?		
In computing we will . . .	<p><b>EYFS</b> Introduce Doodle maths and using devices such as an IPAD and class computer.</p> <p><b>Year 1 / 2</b> - explore uses of technology with a focus on Doodle maths and researching information and images.</p> <p><b>Year 3 / 4 / 5 / 6</b> - Detect and correct errors in algorithms Design and write programs</p>	<p>How can we find images using the internet?</p> <p>How do you know the information is accurate?</p> <p>What is an algorithm and why do they matter?</p>		
As artists we will create and imagine	<p><b>EYFS</b> <b>KS1</b> Draw, paint and sculpt with focus on the natural world.</p> <p><b>KS2</b> - Draw, paint and sculpt with focus on recycled materials. Children explore a variety of artists</p>	<p>What makes this amazing?</p> <p>What do you think the artist was thinking when they created this sculpture?</p> <p>What is sculpture?</p>		





	<p>I know how to . .</p> <p>Fruits</p> <p><b>Year 5 / 6 - Vegetables</b></p> <p>Presenting myself</p>				<p>KS2- Using LEGO technik to create pulleys, gears and levers</p>
<p><b>In R.E. we will learn about other religions and develop a deeper understanding of our own.</b></p>	<p>EYFS - Story of Easter</p> <p><b>Year 1 / 2</b> - Why does Easter matter to Christians?</p> <p>What do my senses tell me about the world of religion and belief?</p> <p><b>Y3/4</b> Why do Christians call the day Jesus dies "Good Friday"?</p> <p>What is philosophy?</p> <p><b>Y5/6</b> What did Jesus do to save human beings? How does Hindu belief affect the way they live their lives?</p>	<p>How and why do things grow?</p> <p>How and why do things change?</p> <p>What makes some people give everything for other people?</p> <p>Why do we need to make sacrifices?</p> <p>Can any good come out of loss and death?</p> <p>What happened at Easter and what does it teach us about Jesus?</p>			<p>Making our own wonders using mechanisms</p> <p>KS! - Preparing and having a picnic for Old Bear</p>
<p><b>In RSHE we will reflect and share</b></p>	<p>EYFS</p> <p><b>My Body</b> - NSPCC Pants Learning about private parts and their names</p> <p><b>My thoughts, feelings and behaviours</b> - - Exploring &amp; recognising feelings</p> <p><b>Year 1</b></p> <p><b>My Body</b> - Safe &amp; appropriate touching. Naming Private parts and understanding when it is okay to be naked NSPCC Pants</p> <p><b>My thoughts, feelings and behaviours</b></p> <p>Exploring feelings and how they can affect our behaviours. developing empathy -</p> <p><b>Year 2</b></p> <p><b>My Body</b> - Early warning signs. Personal body rules. Private parts and private spaces. NSPCC Pants</p> <p><b>My thoughts, feelings and behaviours</b> -</p> <p>Anger itself is not bad- it is how people sometimes behave that makes anger unsafe. looking at how we feel when angry and how to manage our feelings</p>	<p>Is it ok to feel angry?</p> <p>Who can I talk to when . . . ?</p> <p>What is empathy and why does it matter?</p> <p>Where do I come from?</p> <p>What makes me, me?</p> <p>Why and how does my body change?</p> <p>Is there such a thing as a bad emotion?</p> <p>What makes people behave in different ways?</p>			<p>Easter Church Service</p> <p>Easter Fair</p>



**Year 3 /4**

**My Body** - My ancestry and family tree

**My thoughts, feelings and behaviours** - exploring how feelings may influence behaviours & who to talk to if we have a worry

Recognising early signs of anger, developing skills to manage negative behaviours

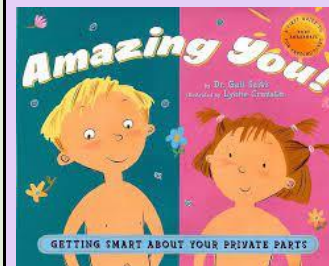
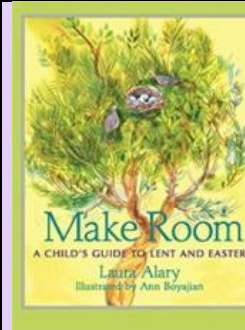
**Year 5 / 6**

**My Body** - Physical & emotional changes during puberty. Development of sexual anatomy, Menstruation, Consensual sex Age appropriate information about , pregnancy how babies are conceived, grow and develop

**My thoughts, feelings and behaviours** - Exploring how people's feelings may influence their behaviour & how these may impact others around them. Options of behaviours that may be safer & more considerate

Developing a growth mindset & resilience.

How and when to ask for help



KS 2 Outdoor day at  
Whittlingham

