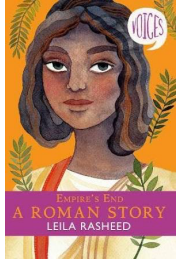
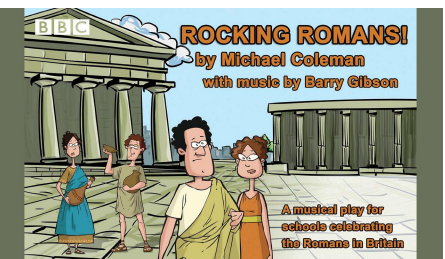
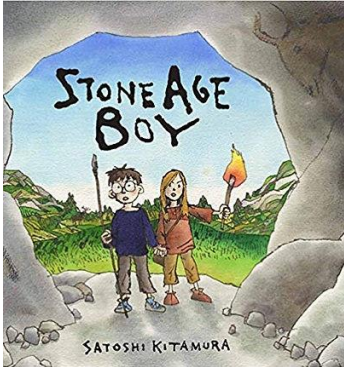
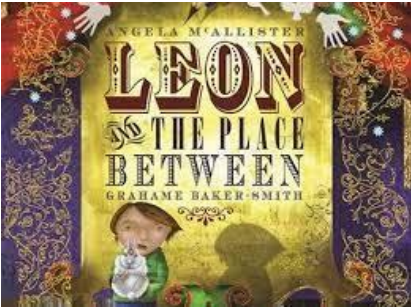


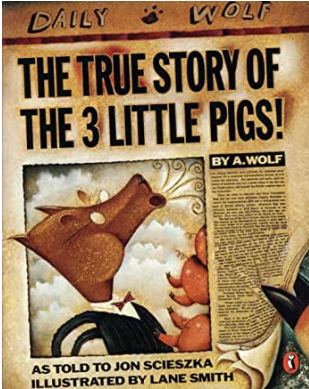
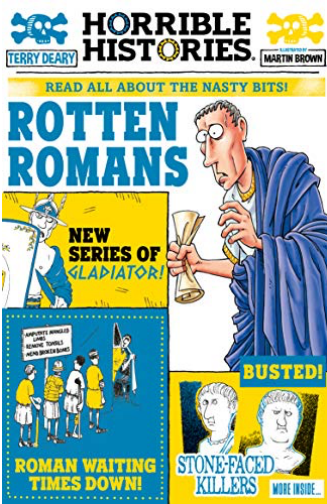
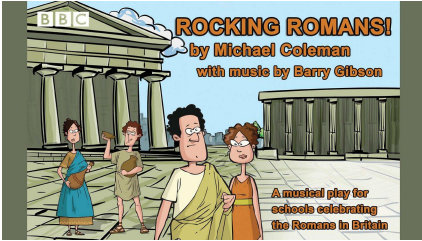

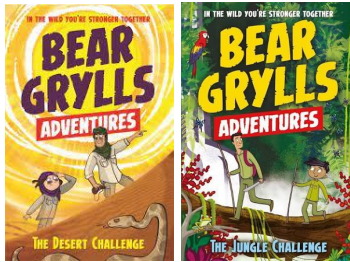
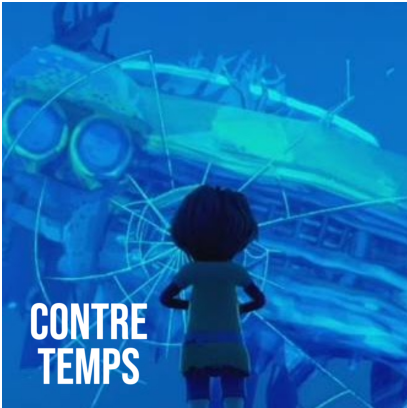



	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	The Stone Age. What clues did they leave behind about the way in which they lived? Why did man move into the Bronze and Iron age?		The Journey Romans made to migrate to England and their influence which we still see today.		Why are Jungles so wet and deserts so dry? Learning about the World around us and how to protect our Planet.	
Hook into topic	Stoneage Camp and artefacts... Who lives here? What are the clues? Back in the classroom watch Stone age man song Were children right? What do we know about the stoneage? Create a "What do we know?" map.	Winchester History Box We are historians, What clues can we now learn from the artefacts in front of us. Combine our Stonehenge visit with are learnt knowledge.	Winchester History Box The Romans Roman Visitor  Class Reader and Book study linking the study of Romans and their migration to that of migration today.	Performance Rocking Romans by Michael Coleman 	Jungles To discover and investigate the term Jungle. How is a Jungle defined and investigate the Worlds most famous jungles. Weather, Animals, Humans and how the environments are changing through human error such as deforestation.	Deserts To discover the term Desert. How a desert is defined and Investigate some of the Wolrlds largest deserts. Weather, Animals, Humans and how the environments are changing through humans.
Home learning project	Building Stonehenge Using a variety of mediums build stonehenge no bigger than A3 Celebrate home learning projects in the Hall. Invite Robins and other classes into the hall to learn about the Stoneage.		Visit a Roman site in your local area Old Sarum Salisbury Winchester City Centre Silchester Roman City Roman Rockbourne Villa Porchester Roman Castle Sparsholt Roman Villa There are also many churches in the area which have Roman links	To learn songs and lines from the play.	A Jungle or Desert of your choice create your own presentation for the class. yr4 Be able to talk in front of the class about your presentation	A Jungle or Desert of your choice create your own presentation for the class. yr3 Be able to talk in front of the class about your presentation
Class trip or visitor	Stonehenge		Roman Visitor		Marwell Zoo	


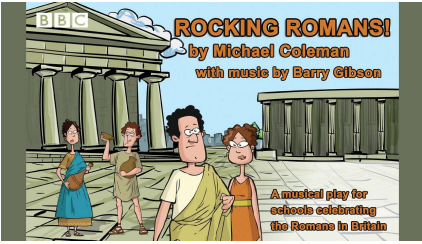
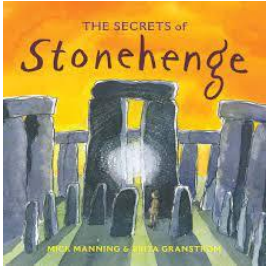
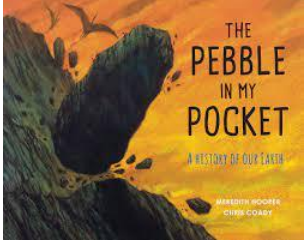
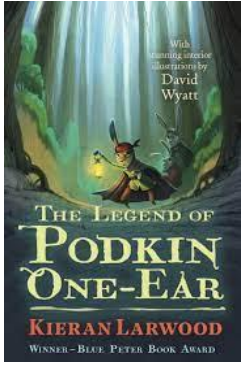



		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		The Stone Age. What clues did they leave behind about the way in which they lived? Why did man move into the Bronze and Iron age?		The Journey Romans made to migrate to England and their influence which we still see today.		Why are Jungles so wet and deserts so dry? Learning about the World around us and how to protect our Planet.	
English	Key Texts for Writing	Stone Age Boy	Leon in the Place Between	The Three Little Pigs- Newspaper Fiction	Newspaper Recount	The Catch- Diary Fiction Format	Contre Temps/Against Time Explanation Texts
		 Hook: Stoneage trip To rewrite an Information Text/ Non fiction page 	 The Wishgranter 	 	 Playscripts 	 Diary Real Life 	 Instruction Text  Have you ever wanted a pet?

Yearly Overview

CYCLE A

Kingfisher Class

Longparish C.E Primary School

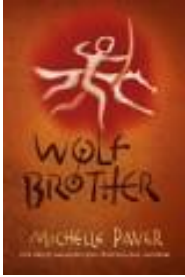
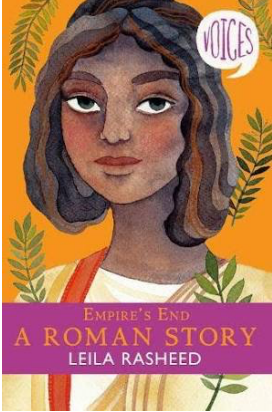
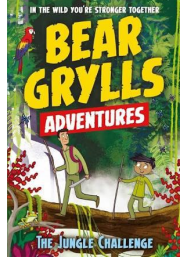
		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		The Stone Age. What clues did they leave behind about the way in which they lived? Why did man move into the Bronze and Iron age?		The Journey Romans made to migrate to England and their influence which we still see today.		Why are Jungles so wet and deserts so dry? Learning about the World around us and how to protect our Planet.	
Writing Outcomes		<p>To rewrite Stoneage Boy in own words STORY.</p> <p>To create a non-fiction text page centred on Stonehenge and the importance of the stones.</p>	<p>A descriptive narrative of the place between intertwined effectively with illustration. Children create a small extract about the idea of illusion. Use Dali to inspire illusion within Art and to inspire.</p>  <p>To Learn how to write an Explanation text/How something works and the sentence structure to create this.</p>	<p>To understand the format of Newspaper articles and how to persuade/inform the reader.</p> <p>(Persuasive interview with the pigs)</p> <p>Recount/ thank you letter from visit</p>	<p>To create a narrative story with dialogue.</p> <p>To form ideas on a prequel to the story.</p> <p>Playscript</p> <p>To observe how a play is written and perform to parents. Use the play as a shared reader also.</p> 	<p>Hook: The short film "The Catch"</p> <p>Literacy Shed resource</p> <p>A young fisherman's meagre catch is stolen by a fox who leads him to the catch of a lifetime.</p> <p>Diary</p> <p>To write a diary entry in the style of Bear Grylls with the positive motivation of team work and resilience.</p> <p>To create a top tip survival guide in the style of Bear Grylls to survive Jungles or Deserts.</p>	<p>Instruction Text</p> <p>Pets and how to look after them</p> <p>A literacy focus on instructions</p> <p>To explore and discuss features of the Non Fiction text pages of real life stories on how to protect and care for our planet.</p> <p>Going Green in Kingfisher Class</p> <p>Letter Writing Focus</p>
	Shared Reading Texts (NF) (F) (P)	<p>Secrets of Stonehenge</p>  <p>Pebble in My Pocket</p> 	<p>Podkin One Ear</p> 		 <p>Play Writing</p>  <p>Performance to Parents</p>	 <p>Rudyard Kipling</p> <p>The Jungle Books</p> <p>OXFORD WORLD'S CLASSICS</p>	 

Yearly Overview

CYCLE A

Kingfisher Class

Longparish C.E Primary School

		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		The Stone Age. What clues did they leave behind about the way in which they lived? Why did man move into the Bronze and Iron age?		The Journey Romans made to migrate to England and their influence which we still see today.		Why are Jungles so wet and deserts so dry? Learning about the World around us and how to protect our Planet.	
	Read Aloud	Wolf Brother by Michelle Paver 				 An assortment of adventure texts which take the reader around the World in a diary format.	
Maths HANTS MTP		Number & Place Value Addition and Subtraction 15hrs units 3.1 & 4.1 Measurement (Money, length) Addition and Subtraction 10hrs 3.2 & 4.2 Multiplication & Division 10hrs 3.3 & 4.3	Fractions (and decimals) and Geometry 15hrs 3.4 & 4.4 Number & Place Value Measurement (length, mass, time) 15hrs 3.5&4.5	Fractions Geometry (angle) 15hrs 3.6 & 4.6 Subtraction and Addition 15hrs 3.7 & 4.7	Measurement (Time) 5hrs 3.8 & 4.8 Multiplication and Division Fractions (and decimals) 15hrs 3.9 & 4.9 Subtraction and addition Statistics Measurement (vol/ cap/mass/ scales) 20hrs 3.10 & 4.10	Multiplication and division (tables and related facts) 15hrs 3.11 & 4.11 Geometry (2D/3D) 5hrs 3.12 & 4.12 Addition/ subtraction formal methods statistics 15hrs 3.13 & 4.13	Multiplication and Division Fractions 15hrs 3.14 & 4.14 Measurement (money and time) 10hrs 3.15 & 4.15 Measurement (length) 10hrs 3.16 & 4.16
Computing		Digital Literacy: Unit 3.2: Online Safety Digital Literacy: Unit 3.5 Email (inc email safety) (2Email, 2Connect, 2DIY)		Information Technology: Unit 3.3 Spreadsheets Information Technology: Unit 3.4 Touch Typing		Computer Science: Unit 4.5 Logo Computer Science: Unit 3.1 Coding	

		AUTUMN TERM	SPRING TERM	SUMMER TERM
		The Stone Age. What clues did they leave behind about the way in which they lived? Why did man move into the Bronze and Iron age?	The Journey Romans made to migrate to England and their influence which we still see today.	Why are Jungles so wet and deserts so dry? Learning about the World around us and how to protect our Planet.
H u m a n i t i e s	History	<p>The Stone Age, Bronze Age and Iron Age (Local study: STONEHENGE) (incl locational knowledge and geographical skills)</p> <p>The Stone Age began 4 million years ago when the first humans lived in Africa. The first people arrived in Britain over 700 000 years ago – modern humans (Homo sapiens) first appeared around 20 000 years ago. The Stone Age can be broken down further into Palaeolithic, Mesolithic and Neolithic periods. During the Stone Age, people used predominantly stone tools to kill and collect food (hunter-gatherers). Stone Age people may have used art (cave paintings) as a way to help themselves survive. Stonehenge was built around 3000 BC to 2000 BC. The Stone Age ended around 4000 BC when people mined copper and discovered how to make bronze. (the bronze age) Know that life was different in Skara Brae compared with other Stone Age settlements. Stone Age people changed from hunter gathers to farmers during the Neolithic period. In the Bronze Age (2500 BC to 800 BC) ancient Britons learned to work with copper, tin, gold and bronze. People in Britain learned to make iron around 800 BC (Iron Age 800 BC to AD43). They used iron to make tools and weapons. During the Iron Age, farming flourished and the British population grew very fast. The Iron Age was a very violent time and many people live in hill forts to protect themselves. (Old Sarum)</p> <p>The first permanent residents of Winchester appear to have arrived in the Iron Age, sometime around 150BC, establishing both a hill fort and also a trading settlement on the western edge of the modern city. Winchester would remain the exclusive home of the Celtic Belgae tribe for the next two hundred years or so.</p> <p>Know that AD 43 is when Romans invaded Britain and began written historical records and this is around the time the Iron Age ended.</p>	<p>How the Roman invasion of Britain changed our landscape. Shortly after the <u>Romans landed</u> at Richborough in Kent in AD 43, legionary soldiers with auxiliary troops marched across the whole of southern Britain capturing <u>Iron Age hill forts</u> when necessary, and imposing Roman rule upon the local population. Evidence suggests however, that Winchester’s Belgae tribe may well have welcomed the invaders in with open arms. The Begae’s hill fort appears to have fallen into disrepair many years before the Romans arrived. Additionally, the invading Romans did not even feel threatened enough to establish a military fort in the area from which they could control revolting natives. The Romans did however start to build their own ‘new town’ at Winchester, known as Venta Belgarum, or market place of the Belgae. This Roman new town developed over the centuries of occupation to become the region’s capital, with streets laid out in a grid pattern to accommodate the splendid houses, shops, temples and public baths. By the 3rd century the wooden town defences were replaced with stone walls, at which time Winchester extended to almost 150 acres, making it the fifth largest town in Roman Britain.</p>	
	Geograp hy			<p><u>BIOMES</u> <u>Connected Geography</u> <u>Why are jungles so wet and deserts so dry?</u></p> <p>• Observe, describe and explain in basic terms the pattern of climate in the United Kingdom;</p> <p>• Identify, describe and begin to offer reasons for the distribution of different types of climate around the world;</p> <p>• Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world;</p> <p>Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements</p> <p>• Understand how climate affects both the landscape of different biomes and the plants and animals that can live there;</p> <p>• Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall;</p> <p>Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world;</p>

Yearly Overview

CYCLE A

Kingfisher Class

Longparish C.E Primary School

	AUTUMN TERM	SPRING TERM	SUMMER TERM	
	The Stone Age. What clues did they leave behind about the way in which they lived? Why did man move into the Bronze and Iron age?	The Journey Romans made to migrate to England and their influence which we still see today.	Why are Jungles so wet and deserts so dry? Learning about the World around us and how to protect our Planet.	
Environment al Studies				
Science	<p>Rocks We will be learning about the three types of rocks which are formed naturally: Igneous, Sedimentary and Metamorphic. Why are Bricks and Concrete rocks? No they are man made!</p> <p>We will be learning about fossils and how these can help us discover what life was like thousands or millions of years ago.</p> <p>Forces and Magnets</p>	<p>Electrical</p> <p>‘Innovating for the Future’</p>	Animals, including humans (Yr.3)	Animals, including humans (Yr.4)
Art	<p>ART FOCUS Cave Paintings</p> <p>ARTIST: An array of historical cave art</p> <p>KEY SKILLS DEVELOPED:</p> <p>KEY KNOWLEDGE: Cave paintings were created using pigments from fruit and natural dyes. Stone age people used different strokes with the same brush or hands. Charcoal is from burnt wood.</p> <p>OUTCOME: To understand that man communicated through Art and stories and lives were recorded.</p>	<p>ART FOCUS Roman Jewellery and Roman Shields</p> <p>ARTIST: Studying Various Celtic Designs</p> <p>KEY SKILLS DEVELOPED: Celtic Art</p> <p>KEY KNOWLEDGE: A knowledge of Celtic pattern and use of colours especially the dying process from the Roman times.</p> <p>OUTCOME: A Celtic pattern or design that symbolises their family</p>	<p>ART FOCUS Jungle Art</p> <p>ARTIST: Henry Rousseau</p> <p>KEY SKILLS DEVELOPED: Collage and Fabric Mediums</p> <p>KEY KNOWLEDGE: An understanding of the Artist and the use of various mediums.</p> <p>OUTCOME: Own Jungle Art inspired by Henry Rousseau</p>	
DT	<p><u>Focus: Biscuits</u></p> <p><u>Project Outcomes:</u> Design and create a selection of Christmas biscuits. Presented in a gift box.</p> <p>Hook: Follow Baker Millie Richards and her company of biscuits and skills of design.</p>	<p>FOCUS: A Roman Jewellery Box Focus: Shell Structure</p> <p>Project Outcomes: Design, explore examples of, and make packaging for a Roman Jewellery Box.</p>	<p>FOCUS: Electrical Systems</p> <p>Project outcome: An card with a light on the front page that turns on or off</p>	
RE	<p>FOCUS: UC – Creation</p> <p>What do Christians learn from the Creation story?</p> <p>UC – Incarnation Light</p> <p>What is the Trinity?</p>	<p>FOCUS: Community (H) Temple</p> <p>LD- Special (C)</p> <p>Last Supper</p>	<p>FOCUS: UC – Gospel Or ‘Good News’ (B Concept)</p> <p>What kind of world does Jesus want?</p>	
Health and Wellbeing	<p>Healthy relationships</p> <p>Listening to feelings</p> <p>Bullying</p> <p>Assertive skills</p> <p>Recognising and celebrating difference (including religions and cultural difference)</p>	<p>Managing risk</p> <p>Understanding the norms of drug use (cigarette and alcohol use)</p> <p>Influences</p> <p>Online safety</p> <p>Making a difference (different ways of helping others or the environment)</p> <p>Media influence</p>	<p>Having choices and making decisions about my health</p> <p>Taking care of my environment</p> <p>My skills and interests</p> <p>Body changes during puberty</p> <p>Managing difficult feelings</p> <p>Relationships including marriage</p>	

Yearly Overview

CYCLE A

Kingfisher Class

Longparish C.E Primary School

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	The Stone Age. What clues did they leave behind about the way in which they lived? Why did man move into the Bronze and Iron age?		The Journey Romans made to migrate to England and their influence which we still see today.		Why are Jungles so wet and deserts so dry? Learning about the World around us and how to protect our Planet.	
	Understanding and challenging stereotypes (Scarf) Me and My Relationships Rights and Responsibilities		Decisions about spending money Scarf Valuing Difference Being my Best		Scarf Keeping Myself Safe Growing and Changing	
PE	Real PE	Real PE	Real Dance	Real Dance	Real Gym	Real Athletics
Music	Hands Feet Heart	Christmas	Let Your Spirit Fly	The Three Little Birds	RRR	Summer Choir
French	Language Angels Year 3/4 CYCLE 1 Autumn 1 Phonics lesson 1&2 © Autumn 2 Animals (E)		Language Angels Year 3/4 CYCLE 1 Autumn 1 I Can (E) Autumn 2 Fruits (E)		Language Angels Year 3/4 CYCLE 1 Autumn 1 Presenting Myself (I) Autumn 2 At The Café (I)	