
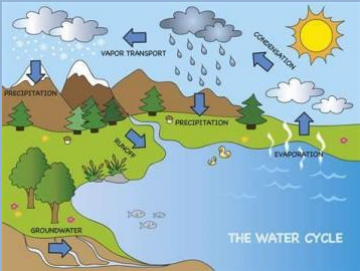
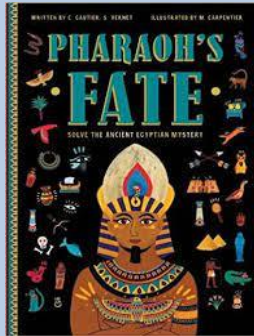



Our Topic	Our learning	Aspects of the 2014 national Curriculum we will cover	Questions we might answer	Books we may read	How we will enrich our learning further...
<p style="text-align: center;">Spring Term 2023 The Ancient Egyptians and Water.</p>  	<p>As historians, we will think about when the Ancient Egyptian period was. We will look at historical evidence to discover what life was like during the Age period.</p>	<p>KS2 – Place current study on time line in relation to other studies. Select relevant sections of information. Know the period in which the study is set and display findings in a variety of ways</p>	<ul style="list-style-type: none"> • What were the lives of everyday ancient Egyptians like? • How does this compare to our lives today? • What evidence do we have to reconstruct life then? • What comparisons can we make between different times in history we have studied? • How can we check the accuracy of interpretations – fact or fiction and opinion? • Can we write another explanation of a past event in terms of cause and effect using evidence to support and illustrate the explanation? 	 	<p style="text-align: center;">Cathedral visit</p> <p style="text-align: center;">Year 5 and 6 residential to How Hill</p>
	<p>As geographers, we will think about water and rivers.</p>	<p>KS2 – explain about weather conditions/patterns around the UK and parts of the Europe recognise that different people hold different views about an issue and begin to understand some of the reasons why use fieldwork instruments e.g. camera, rain gauge</p>	<ul style="list-style-type: none"> • Can we understand and use specific subject vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office? • Can we explore weather patterns around parts of the world? • Can we identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day? • Can we describe and understand key aspects of physical geography? • How does the water cycle work? 		
	<p>As artists, and designers we will Be studying artists taking inspiration from their paintings. We will study Leonardo Da Vinci., Klimt and Henri Rousseau</p>	<p>KS2 - Controlling and experimenting particular qualities of tone, shades, hue and mood Considering colour for purposes. Be able to create using a range of textiles.</p>	<ul style="list-style-type: none"> • Who is Leonardo Da Vinci? • How can I draw a map? • How can I draw an anatomical drawing? • Who was Gustav Klimt and how was he inspired by Egyptian art? • How can I be inspired by Ancient Egypt to produce a piece of art work? • Who is Henri Rousseau and how does the surprise link to our English work? • What textiles can I use to create a collage and 3d version of The Surprise? 		
<p>In RE, we will consider what the Trinity is, how and why Christians celebrate Easter, and What Muslims believe about God?</p>	<p>KS2 –will know the Christian belief in one God, who is described as the Trinity (Father, Son and Holy Spirit), and how they celebrate Easter. WE will learn what Muslims believe about God.</p>	<ul style="list-style-type: none"> • WHAT IS THE TRINITY? • How is God represented as the Trinity? • How can God be found everywhere? • How can I represent the Holy Trinity in a piece of art? • How and why do Christians celebrate Easter? • What is the Easter story? • What do Muslims believe about God? 			

	As musicians, we will learn to play a new instrument and compose music ourselves.	KS2 – To play and perform with accuracy, fluency, control and expression. To describe, compare and evaluate different types of music.	<ul style="list-style-type: none">• How can I write musical pieces?• What musical notations can I use and what do they mean?• How does this music make me feel?• What does this music remind me of?• Can I use musical vocabulary to describe the music?		
--	-----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--