


<p><b>Eagles Class</b> <b>Spring Term 2023</b></p>	<p><b>Europe</b></p> 	<p><b>Meaningful Experiences</b></p> <p>Children will spend time trying various foods from across Europe. They will have the opportunity to bring this experience into their homes and encouraged to cook or make foods at home.</p> <p>Children will use investigative skills to understand how forces and magnets work and why they are necessary.</p>
<p>European Regions Forces and Magnets</p>	<p><b>Hook</b></p> <p>Children will be encouraged to try foods from across different European regions, comparing the ingredients and methods of cooking and eating with those typically seen in England.</p> <p>Children will explore magnets and be asked to think deeply to question 'what forces' are working on different objects.</p>	<p><b>Meaningful Experiences</b></p> <p>Children will spend time trying various foods from across Europe. They will have the opportunity to bring this experience into their homes and encouraged to cook or make foods at home.</p> <p>Children will use investigative skills to understand how forces and magnets work and why they are necessary.</p>
<p><b>Links to our vision</b> <i>Caring for others and courageously striving for excellence</i></p> <p>Making comparisons across time throughout the world to ensure we understand the differences in cultures throughout the wider world.</p> <p>Explore materials, causes and effects in a collaborative way which promotes skills in listening and thinking.</p>	<p><b>Links to learning behaviours</b></p> <p><b>Aspiration</b> Always challenging ourselves in every subject to be the best we can be. <b>Curious</b> To ask questions that steer us to new learning and knowledge. <b>Community-minded</b> to explore how life has changed and continues to change across the continents and different regions within individual countries. <b>Determined</b> To develop our skills of perseverance with our independent learning- never giving up if things get tough!</p> <p><b>Independent</b> In particular, we will be focusing on communicating our learning in different ways depending on our audience and the information we are trying to deliver.</p>	<p><b>Links to fundamental British values and celebrating diversity</b></p> <p>Mutual respect and tolerance- Understanding others and their ways of life. Respecting the beliefs and traditions of other cultures and how these can impact our lives.</p> <p>Rule of law- Exploring how rules and laws are enforced across different countries and how these impact the health, happiness and safety of the people living there.</p>
<p><b>Phase 1</b></p> <p>We will locate Europe on a map and then begin to think of the countries that make up Europe as a continent. We will begin to think about the reasons that people visit the Mediterranean and why people have migrated to different countries, with a particular focus on Greece. We will compare our lives with that of a person living in Athens and try foods from various parts of the continent. We will discuss why people may choose to leave a country for safety and how borders separate the countries. Children will begin to explore forces and the need for touch between some forces and where this is not</p>	<p><b>Phase 2</b></p> <p>Children will continue to explore magnets and forces, using investigative skills to support and develop their understanding and curiosity. We will think about different uses for magnets and begin to compare magnets and magnetic forces. In History, children will then learn about the Roman Empire and why the Roman's invaded Britain. The children will learn about Boudicca and why she stood up to the Romans. We will begin to think about how Roman's were able to keep control of the empire and why it eventually came to an end.</p>	

needed in others. Children will start to use magnets to find magnetic surfaces and look to compare surfaces which are magnetic, with those which are now.

SPRING 1			
SCIENCE	PSHE	ART	Geography
<p>As scientists in Spring 1 we will be exploring <b>– Forces and Magnets</b></p> <p>Our Key questions will be; How are forces and magnets used in our everyday lives? Why do we need magnets?</p> <p>We will:</p> <ul style="list-style-type: none"> <li>✓ Explain what a force is.</li> <li>✓ Understand that some forces need contact between two objects</li> <li>✓ Identify pushes and pulls and explain the forces in action</li> <li>✓ Recognise that forces can be measure in newtons</li> <li>✓ Carry out experiments to explore how objects move on different surfaces</li> <li>✓ Understand that magnets do not need contract for a force to be applied.</li> <li>✓ Recognise what happens when opposite magnet poles are close together</li> </ul>	<p>Lessons will focus on <b>Keeping Safe</b>. We will:</p> <ul style="list-style-type: none"> <li>✓ Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>✓ Identify situations which are either dangerous, risky or hazardous;</li> <li>✓ Suggest simple strategies for managing risk.</li> <li>✓ Define what is meant by the word 'dare';</li> <li>✓ Identify from given scenarios which are dares and which are not;</li> <li>✓ Suggest strategies for managing dares.</li> <li>✓ Describe stages of identifying and managing risk;</li> <li>✓ Suggest people they can ask for help in managing risk.</li> </ul>	<p>As artists we will be exploring <b>Painting</b></p> <p>We will:</p> <ul style="list-style-type: none"> <li>✓ Create different effects by using a variety of tools and techniques such as dots, scratches and splashes</li> <li>✓ Explore colour pallets and hues</li> <li>✓ Practice with dimensions and shadows</li> <li>✓ Use other materials to change the consistency of paints, we will discover the effect this has on our images.</li> </ul>	<p>As Geographers in Spring 1 we will be exploring <b>European Regions</b></p> <p>Our Key questions will be; What are the similarities and differences in human and physical geography as well as cultures and lifestyles in my local area and other European countries?</p> <p>We will;</p> <ul style="list-style-type: none"> <li>✓ Locate Europe on a world map</li> <li>✓ Identify some of the characteristics of Europe</li> <li>✓ Locate countries and capital cities across Europe</li> <li>✓ Explore different European cuisine</li> <li>✓ Use key facts and persuasive techniques to persuade someone to holiday in the Mediterranean</li> <li>✓ Compare and contrast news stories about the Mediterranean</li> <li>✓ Compare life in Athens with life in my local area</li> </ul>

<ul style="list-style-type: none"><li>✓ Make predictions and test these theories</li><li>✓ Group objects</li><li>✓ Name some uses for magnets</li><li>✓ Think about how magnets can solve common problems</li><li>✓ Explain how a compass works.</li></ul>	<ul style="list-style-type: none"><li>✓ Understand that we can be influenced both positively and negatively;</li><li>✓ Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li><li>✓ Identify images that are safe/unsafe to share online;</li><li>✓ Know and explain strategies for safe online sharing;</li><li>✓ Understand and explain the implications of sharing images online without consent.</li><li>✓ Understand that medicines are drugs;</li><li>✓ Explain safety issues for medicine use;</li><li>✓ Suggest alternatives to taking a medicine when unwell;</li><li>✓ Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li><li>✓ Understand some of the key risks and effects of smoking and drinking alcohol;</li><li>✓ Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</li><li>✓ Identify strategies for keeping personal information safe online;</li></ul>		<ul style="list-style-type: none"><li>✓ Describe and understand key aspects of human geography</li><li>✓ Use maps, atlases, globes and digital mapping techniques</li><li>✓ Understand geographical similarities and differences through study of human and physical geography.</li></ul>
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	<ul style="list-style-type: none"> <li>✓ Describe safe behaviours when using communication technology.</li> </ul>		
R.E.	COMPUTING	MUSIC	
<p>As theologians in Spring 1 we will be exploring the question 'Is a Hindu child free to choose how to live?' :</p> <p>We will;</p> <ul style="list-style-type: none"> <li>✓ Describe the 5 daily duties and identify their impact on Hindus</li> <li>✓ Identify the impact of the 5 daily duties on children</li> <li>✓ Define the 4 key concepts: Dharma, Karma, Samsara and Moksha</li> <li>✓ List some similarities between Hindu duties and practices and their own rules and actions</li> <li>✓ Identify their own response to the 5 daily duties and the 4 purposes and how they are influenced by rules</li> <li>✓ Ask questions and investigate answers about why Jewish people follow their rules</li> <li>✓ Reflect on the impact of rules on the lives of believers</li> <li>✓ Retell one of the stories illustrating one of the key concepts (Karma or Dharma e.g.)</li> <li>✓ Identify why that story is important to believers</li> </ul>	<p>In computing we will:</p> <ul style="list-style-type: none"> <li>✓ Introduce typing terminology.</li> <li>✓ To understand the correct way to sit at the keyboard.</li> <li>✓ To learn how to use the home, top and bottom row keys.</li> <li>✓ To practise typing with the left and right hand.</li> <li>✓ To use the symbols more than, less than and equal to, to compare values.</li> <li>✓ To use 2Calculate to collect data and produce a variety of graphs.</li> <li>✓ To use the advanced mode of 2Calculate to learn about cell references.</li> </ul>	<p>As <b>musicians</b> we will be exploring Bob Marley's Three Little Birds. We will:</p> <ul style="list-style-type: none"> <li>✓ Identify the piece's structure</li> <li>✓ Identify the instruments/voices.</li> <li>✓ Find the pulse while listening.</li> </ul>	

<ul style="list-style-type: none"> <li>✓ Give a definition of two of the concepts, illustrating their answer with reference either to Hindu practice or a story</li> <li>✓ List some similarities between Hindu duties and their own</li> <li>✓ Suggest meanings for the rules and duties and reasons why Hindus may follow them</li> <li>✓ Respond sensitively to the rules and customs followed by others, saying why those rules matter to them</li> <li>✓ Ask questions and suggest answers about why people choose to follow rules and duties</li> </ul>			
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<b>Spring 2</b>		
<b>SCIENCE</b>	<b>History</b>	<b>DT</b>

<p>As scientists in Spring 2 we will be exploring – <b><u>Forces and Magnets</u></b></p> <p>Our key questions will be; How are forces and magnets used in our everyday lives? Why do we need magnets? We will:</p> <ul style="list-style-type: none"> <li>✓ Explain what a force is.</li> <li>✓ Understand that some forces need contact between two objects</li> <li>✓ Identify pushes and pulls and explain the forces in action</li> <li>✓ Recognise that forces can be measure in newtons</li> <li>✓ Carry out experiments to explore how objects move on different surfaces</li> <li>✓ Understand that magnets do not need contract for a force to be applied.</li> <li>✓ Recognise what happens when opposite magnet poles are close together</li> <li>✓ Make predictions and test these theories</li> <li>✓ Group objects</li> <li>✓ Name some uses for magnets</li> <li>✓ Think about how magnets can solve common problems</li> <li>✓ Explain how a compass works.</li> </ul>	<p>As historians in Spring 2, we will be researching the <b>Roman Empire</b>. Our key questions will be; Why did the Romans leave Italy to invade England? Why did Boudica stand up to the Romans and what image do we have of her today? How were the Romans able to keep control over such a vast empire? How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?</p> <p>We will:</p> <ul style="list-style-type: none"> <li>✓ Understand the meaning, size and timescale of the Roman empire from maps and timelines</li> <li>✓ Begin to link ideas with concepts of empire</li> <li>✓ Understand apprehension of fighting with the Roman Army</li> <li>✓ Recognise the different ways in which Boudica has been interpreted</li> <li>✓ Discuss why the Roman army was so powerful</li> <li>✓ Prioritise their ideas and research ideas</li> <li>✓ Recognise the most significant changes.</li> <li>✓ Describe and list legacies including roads, place-names, surviving buildings and other influences.</li> <li>✓ Recognise and understand the advanced ideas of the Romans</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use knowledge of existing products to design our own functional product.</li> <li>✓ Create designs using annotated sketches</li> <li>✓ Strengthen frames using diagonal struts.</li> <li>✓ Safely measure, mark out, cut, assemble and join with some accuracy.</li> <li>✓ Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</li> <li>✓ Investigate and analyse existing products and those we have made, considering a wide range of factors.</li> </ul>
<b>PSHE</b>	<b>COMPUTING</b>	<b>R.E.</b>

<p>Lessons will focus on <b>Rights and respects</b>. We will:</p> <ul style="list-style-type: none"> <li>✓ Explain how different people in the school and local community help them stay healthy and safe;</li> <li>✓ Define what is meant by 'being responsible';</li> <li>✓ Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>✓ Suggest ways they can help the people who keep them healthy and safe.</li> <li>✓ Understand that humans have rights and also responsibilities;</li> <li>✓ Identify some rights and also responsibilities that come with these.</li> <li>✓ Understand the reason we have rules;</li> <li>✓ Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);</li> <li>✓ Recognise that everyone can make a difference within a democratic process.</li> <li>✓ Define the word <i>influence</i>;</li> <li>✓ Recognise that reports in the media can influence the way they think about a topic;</li> <li>✓ Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> <li>✓ Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> <li>✓ Recognise that they can play a role in influencing outcomes of situations by their actions.</li> <li>✓ Define the terms 'income' and 'expenditure';</li> </ul>	<p>In computing we will be looking at <b>Email</b></p> <p>We will:</p> <ul style="list-style-type: none"> <li>To think about different methods of communication.</li> <li>To open and respond to an email using an address book.</li> <li>To learn how to use email safely.</li> <li>To add an attachment to an email.</li> <li>To explore a simulated email scenario.</li> <li>To sort objects using just 'yes' or 'no' questions.</li> <li>To complete a branching database using 2Question.</li> <li>To create a branching database of the children's choice</li> </ul>	<p>As theologians in Spring 2 we will be exploring the question 'Does Easter make sense without Passover?'</p> <p>We will;</p> <ul style="list-style-type: none"> <li>✓ Investigate, recognise and describe similarities and differences between Passover and Easter</li> <li>✓ Identify the meanings of the Passover foods for a Jewish believer</li> <li>✓ Describe three things that Christians believe and how they link to the Easter story</li> <li>✓ Prepare a reflection on the way that the last supper matters to Christians at Easter, making a link to their own beliefs</li> <li>✓ Identify their own response to the story of Holy Week or Passover</li> <li>✓ Retell the story of Passover/Easter</li> <li>✓ Identify why that story is important to believers</li> <li>✓ Show awareness of the similarities between Passover and Easter</li> <li>✓ Suggest two things that matter to a Jew about Passover and two things that matter to a Christian about Easter</li> <li>✓ Respond to an Easter hymn and talk about how it might express the feelings of Easter</li> <li>✓ Talk about the meanings of Easter and Passover foods</li> </ul>
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<ul style="list-style-type: none"><li>✓ List some of the items and services of expenditure in the school and in the home;</li><li>✓ Prioritise items of expenditure in the home from most essential to least essential.</li><li>✓ Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li><li>✓ Understand how a payslip is laid out showing both pay and deductions;</li><li>✓ Prioritise public services from most essential to least essentials</li></ul>		
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