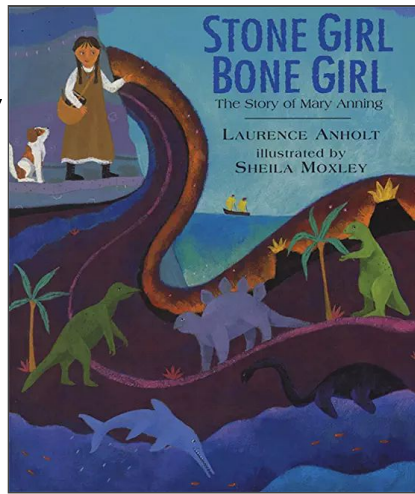


Stone Girl Bone Girl



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Summer 1	Stone Girl Bone Girl	Stone Girl Bone Girl	History	Boys, girls and families Sex and relationship education

History and Geography objectives coverage

Key Question	Ancillary Questions and content focus	Geography Objectives	Learning outcome, taken from skills progression document
What are the key features of a coastal region?	What are the key features of Lyme Regis?	Use basic geographical vocabulary to refer to key physical features (sea, ocean, cliff, coast)	1. To identify the key coastal features of Lyme Regis.

Key Question	Ancillary Questions and content focus	History Objectives	Learning outcome, taken from skills progression document
Who is Mary Anning and why is she significant?	<ol style="list-style-type: none"> 1. What was it Mary Anning did? 2. What is the difference between the fossil and a rock? 3. Which dinosaur does each fossil belong to? 4. What events are important in the history of fossil hunting? 5. Why is Mary Anning still significant? 	The lives of significant individuals in the past who have contributed to national and international achievements (Mary Anning)	<ol style="list-style-type: none"> 1. To reason/speculate what it was that Mary Anning did. 2. To classify different fossils and rocks. 3. To sequence important events in fossil hunting through time. 4. To describe why Mary Anning was significant.

English coverage

Text types	Key skills
Poetry - Haiku	To learn the structure of a Haiku poem. To learn about syllables. To learn what alliteration is and how to use it. To write a Haiku poem. To perform a Haiku poem to the rest of the year group.
Fiction - Cinderella/change story - characterisation	To learn how to use suffixes correctly (ful, ment, ness and less). To learn how to describe using a list of 3. To recap apostrophes in contraction words. To recap the use of long and short sentences for effect. To recap using a variety of sentence openers.

Science coverage

Topic	Objectives
Working Scientifically	<ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions
Animals Including Humans	<ul style="list-style-type: none"> - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

PSHE coverage

Topic	Objectives
<u>Sex and relationship education</u>	<ul style="list-style-type: none"> - To understand and respect the differences and similarities between people - To learn about biological differences between male and female animals and their role in the life cycle - To learn about the biological difference between male and female children

Other subject coverage

Subject	Objectives	Learning opportunities
Art and / or DT	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria</p>	<p>The children will be looking at various stuffed toys and how they are made.</p> <p>They will be learning about different kinds of stitches and their purpose.</p> <p>They will then be designing and making their own stuffed dinosaurs.</p>
RE	<p>To understand why Muslims visit the Mosque and to explore whether this gives them a sense of belonging.</p>	<p>Exploring community and a sense of belonging. Thinking about places which are special to them. Children will learn about Islam and their community. They will explore what it is like inside the mosque and different routines/rituals Muslims follow.</p>
Computing	<p><u>We are researchers</u></p> <p><u>Computing PoS</u></p> <p>Use technology, purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p>	<p>Developing collaboration skills through working as part of a group. Develop research skills through searching for information on the internet. Improve note-taking skills through the use of mind mapping. Develop presentation skills through creating and delivering a short multimedia presentation.</p>

	Use technology safely and respectfully, keeping personal information private: Identify where to go for help and support when you have concerns about content or contact on the internet or other online technologies.	
PE	<p><u>Functional movement - progression 8 & 9</u> To roll forwards from a standing start to a standing finish.</p> <p>To bend and stretch symmetrically with a partner.</p> <p><u>Movement concepts - progression 5</u> To use obstacle courses with change in height, direction and activity.</p> <p><u>Manipulative skills - progression 5</u> To develop catching skills to involve change of height, speed, direction and movement.</p>	<p>Children will roll forwards from a standing start to a standing finish.</p> <p>Children will learn to bend and stretch symmetrically with a partner.</p> <p>Children will use obstacle courses with change in height, direction and activity.</p> <p>Children will learn to develop catching skills to involve change of height, speed, direction and movement.</p>
Music	To be able to experiment with sound.	Creating music using graphic scores