
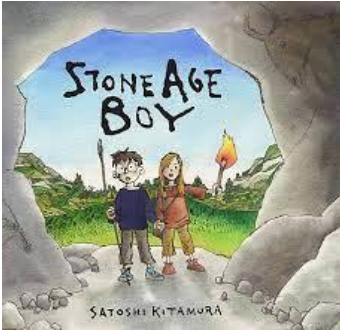





Members of Staff:	Homework and Equipment Days:	Curriculum Enrichment Activities:
<p><b>Navy</b> Miss Wicheard</p> <p><b>Emerald</b> Miss Robinson</p> <p><b>TA support:</b> Mrs Baldwin</p>	<p><b>PE: Thursday</b> <b>Games: Monday</b></p> <p>Please can children come in to school on these days wearing Bitterne CE Primary School PE kit.</p>	<p><b>Local Trip</b> Butser Ancient Farm</p> <p>We will be visiting Butser Ancient Farm where we will learn about life in the stone age, featuring activities such as sitting in replica stone age huts, using chalk carvings and exploring wattle, amongst other activities.</p>
English (reading and writing)		Maths
<p><b>Hook: Butser Ancient Farm</b> Narrative Recount</p> <p><b>Hook: Stone Age Boy, by Satoshi Kitamura</b> Non-fiction: guide to being a stone age boy/girl Non-fiction: fact file (Stone Age animal)</p> <p><b>Hook: The Stone Age Spear</b> Narrative: setting description Narrative: newspaper report Narrative: recount</p> 	<p>We will teach one spelling lesson per week in addition to the English learning journey. Children will be tested on their spellings that they take home. The test will take place on a <b>Friday</b>.</p>  	<p><b>Adding and subtracting across 10</b> Revising number bonds up to 20 and strategies for bridging 10.</p> <p><b>Numbers to 1,000</b> Investigating place value up to 1,000 exploring thousands, hundreds, tens and ones and using various representations to show these numbers. Comparing and ordering numbers to 1,000. Applying number bonds to addition and subtraction facts for numbers to 1,000.</p>

<b>Science:</b>	<b>History:</b>	<b>Geography:</b>
<p><b><u>Animals, including humans</u></b>  Understanding the purpose of the bones within the skeleton.  Naming and identifying the function of muscles.  Exploring nutrition and food groups.</p>	<p><b><u>Changes in Britain from Stone Age to Iron Age</u></b>  Exploring how we know things about prehistoric times and which sources are available for research.  Communicating about what happened in the past.  Explaining why there are different historical accounts and identify why there are differences.</p>	<p><b><u>The British Isles</u></b>  <b>Context: 'Brilliant Britain'</b>  Using a compass and four-figure grid references accurately.  Identifying and naming counties, cities and other key physical and geographical features of the UK.  Completing fieldwork around Bitterne.</p>
<b>Art &amp; Design:</b>	<b>Design Technology:</b>	<b>Computing:</b>
<p><i>There are no art units in the autumn term.</i></p>	<p><b><u>Making</u></b>  <b>Context: Textiles - Stone Age flags</b>  Researching about stone age symbols and pattern before creating our own version on textiles.</p>	<p><b><u>Computer network and systems</u></b>  Learning about different digital devices and how a network of digital devices can be connected.  <b><u>Word processing</u></b>  Learning word processing skills such as bullet points and keyboard shortcuts.</p>
<b>RE:</b>	<b>PSHE:</b>	<b>Music:</b>
<p><b><u>Remembering</u></b>  <b>Context: Shabbat</b>  Learning about the importance of belonging in the context of Jewish traditions.</p> <p><b><u>Images</u></b>  <b>Context: Angels</b>  Developing our knowledge and understanding of what is special when we explore the importance of angles in Christian traditions.</p>	<p><b><u>Being a good friend</u></b>  Exploring why rules are important and how we can work together towards a shared goal.  Learning about what makes a good friend and how our actions can affect others, before focusing on what makes acceptable and unacceptable contact.</p> <p><b><u>Healthy Living</u></b>  Learning about the benefits of exercise and relaxing activities.  Exploring how hygiene routines will benefit me.  Exploring about how food choices affect my health.</p>	<p><b><u>Jazz</u></b>  Exploring syncopation and the cultural development of Jazz music.</p> <p><b><u>Developing singing technique</u></b>  <b>Context: Vikings</b>  Exploring the concept of 'key' for music that could be happy or sad, before beginning to use symbols to identify the notes that we have to play.</p>
<b>Modern Foreign Languages (French):</b>	<b>Physical Education:</b>	<b>SEAL and Collective Worship themes:</b>
<p><b><u>Je me presente</u></b>  <b>Context: presenting myself</b>  Developing our knowledge of basic greetings and numbers to 10 to ask and answer simple questions.</p>	<p><b><u>P.E. units</u></b>  <b>Health &amp; Fitness (SAQ):</b> learning to develop speed, strength, coordination and agility to complete circuit training activities.  <b>Gym:</b> applying balance, jumps and roll to build a gym sequence.  <b><u>Games units</u></b>  <b>Passing and changing direction (football):</b> developing skills of ball control and passing, before applying these to game contexts.  <b>Tactics (dodgeball):</b> developing throwing, catching and defending to make good decisions in games of dodgeball.</p>	<p><b><u>SEAL themes</u></b></p> <ul style="list-style-type: none"> <li>• Autumn 1: <b>New Beginnings</b></li> <li>• Autumn 2: <b>Anti-Bullying</b></li> </ul> <p><b><u>Collective Worship themes</u></b></p> <ul style="list-style-type: none"> <li>• Autumn 1: <b>Responsibility</b></li> <li>• Autumn 2: <b>Peace</b></li> </ul>