



Topic Overview: SMSC/PSHE/British Values:

This topic will launch with an in-depth study of the **achievements** of Mary Anning. Initially, the children will explore her life and work through reading a wide range of fiction and non-fiction books; detailing what she accomplished as a woman and palaeontologist and understand why she is such a celebrated historic figure today. The children will experience a **virtual visit** from Mary Anning enabling them to ask questions and further cement their understanding. They will then embark on a school visit to the birthplace of Mary Anning - Lyme Regis. Through their learning in Spring 1, the children have become experts in the developments that took place over the Stone Age. Using this knowledge, they will explore how life changed over the Bronze Age and then the Iron Age. They will focus on how ancient Britons changed from hunter gatherers to farmers; how they developed the ability to smelt copper and then bronze and finally how the production of iron impacted daily life. The children will **interpret** a range of historical sources and formulate their own conclusions. Through research and handling artefacts the children will then decide which of the historical periods they would have preferred to have lived in giving detailed reasons why.

Lead subjects:

English	History/Geography	Science	Non-lead subjects:																						
<table border="1"> <thead> <tr> <th></th> <th>Week 1</th> <th>Week 2</th> <th>Week 3</th> <th>Week 4</th> <th>Week 5</th> <th>Week 6</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td> Picture Book: Fiction Linked text: Mary Anning: The girl who cracked open the world </td> <td> Graphic Novel SEN - Text </td> <td> Biography Linked text: Mary Anning: Fossil hunter </td> <td> Picture book: Non-fiction </td> <td> Classic children's texts </td> <td></td> </tr> <tr> <td>Writing</td> <td colspan="3"> The children will complete a series of mini writes focussing on purpose and audience, adopting the correct conventions for each piece. <ul style="list-style-type: none"> • Create the narration and speech bubble for a graphic novel page • Turn the page of a graphic novel into a page for a story book using inverted commas and description to replace the illustrations • Write the introductory paragraph, fact box and True or False box for a missing page in the Mary Anning biography </td> <td colspan="3"> <ul style="list-style-type: none"> • Trip Advisor review of the Lyme Regis Museum • Create a character description of Stig </td> <td></td> </tr> </tbody> </table>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Reading	 Picture Book: Fiction Linked text: Mary Anning: The girl who cracked open the world	 Graphic Novel SEN - Text	 Biography Linked text: Mary Anning: Fossil hunter	 Picture book: Non-fiction	 Classic children's texts		Writing	The children will complete a series of mini writes focussing on purpose and audience, adopting the correct conventions for each piece. <ul style="list-style-type: none"> • Create the narration and speech bubble for a graphic novel page • Turn the page of a graphic novel into a page for a story book using inverted commas and description to replace the illustrations • Write the introductory paragraph, fact box and True or False box for a missing page in the Mary Anning biography 			<ul style="list-style-type: none"> • Trip Advisor review of the Lyme Regis Museum • Create a character description of Stig 				<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Using their understanding of chronology, the children will identify the start and end dates of the Stone, Bronze and Iron Ages and add significant events to a time line.</p> <p>By exploring artefacts, they will begin to build a picture of the significant features of each of the periods.</p> <p>They will identify what the big changes were over the period and how these changes impacted the lives of the people.</p> <p>The children will begin to draw their own conclusions about the good and negative aspects of the different periods.</p> <p>We will discuss what historical interpretation means and the usefulness of different sources depending on the type and purpose for which it was created.</p>	<p>Science</p> <p>Key Focus 1: Skeletons <u>protect vital organs</u></p> <p>All vertebrates have internal skeletons that protect vital organs.</p> <p>Invertebrates have exoskeletons that protect vital organs</p> <p>Key Focus 2: Skeletons <u>support weight</u></p> <p>Skeletons support the weight of land animals. Stronger bones can support more weight</p> <p>Key Focus 3: Skeletons <u>support movement</u></p> <p>Bones are connected (but can move relative to each other) at joints. Muscles connect to bones and move them when they contract. Stronger bones can anchor stronger muscles</p>	<p>RE: CHRISTIANITY Theme: Easter Key Concept: Suffering Enquiry: <i>How is suffering shown in the Easter story?</i></p> <p>Music: 'March' from the Nutcracker • Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music. <u>Objectives:</u> • Develop active listening skills by responding to musical themes through movement. • Understand the structure of rondo form (A-B-A-C-A) • Develop a sense of beat and rhythmic pattern through movement. • Experience call-and-response patterns through moving with a partner.</p> <p>PE: Bench ball Dance</p> <p>DT: The children will develop their sewing skills to create a small bag.</p>
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PSHE: Rights and respect																									
MFL: French - Les Animaux																									

