

Key Vocabulary:

Trade- buying and selling of goods

Travel-

Export- selling goods to different countries

Import- buying goods from different countries

Transport- take or carry (people or goods) from one place to another by means of a vehicle, aircraft, or ship

Barter -

Chocolate- a food in the form of a paste or solid block made from roasted and ground cacao seeds, typically sweetened and eaten as confectionery.

Cocoa- a powder made from roasted and ground cacao seeds.

Currency-a system of money in general use in a particular

Routes-a way or course taken in getting from a starting point to a destination.

International-existing, occurring, or carried on between nations.

National-relating to or characteristic of a nation; common to a whole nation.

Era-a long and distinct period of history.

Civilisation-the society, culture, and way of life of a particular area.

Fair Trade-trade between companies in developed countries and producers in developing countries in which fair prices are paid to producers.

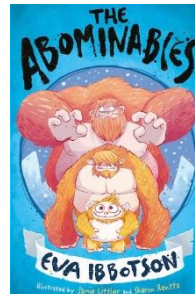
Topic Name: Trade and Transport

Summary: In this topic we will be learning about the need for trade and transport and how this is used to import and export goods from around the world. We will also learn about fair trade and how this benefits the consumer and most importantly the farmers from all over the world who will benefit from receiving a fair price and better working conditions. To conclude our topic for this half term we will make comparison between our local area and the wider world

Texts we will be reading:

The Abominables

When Agatha Farlingham is kidnapped by a yeti on a mountain in Tibet, she soon discovers that the hairy monster is clever and noble. His children are in danger from the modern world and he needs her help. She sends them on a top-secret journey to England and the safety of her ancestral home. But first she must teach them some manners.

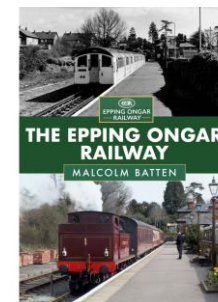


Activities:

Children will plan, design make the product and packaging.

They will trade began as a barter system.

Bartering is where people exchange goods that they need after negotiation without money.



Trip to Ongar Railways

In Geography we will be learning to:

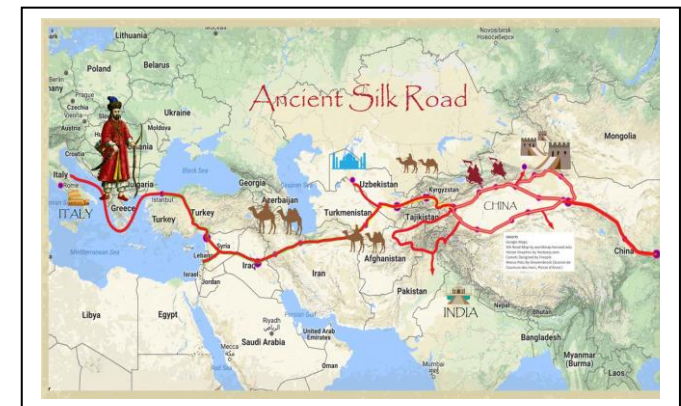
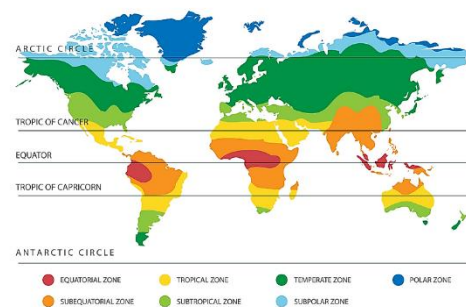
- Describe and understand different types of settlements and land use around the world.
- Describe and understand economic activity including trade routes – why we import and export goods.
- Describe and understand the distribution of natural resources including energy, food, minerals and water.
- Be able to describe the key physical and human features of different locations.
- Describe similarities and differences between the UK and other places we trade with.
- Understand why trade is important in our lives today and how wars can effect this.
- Identify the position and significance of the equator and tropics.
- Have an understanding of what Fair Trade means.

At the end of this topic I will know:

The equator is an imaginary line around the Earth. Above the equator is the Northern hemisphere and below the equator is the southern hemisphere. The Tropic of Cancer lies above the equator and the Tropic of Capricorn lies below the equator. The climate between these areas is hot and wet – tropical. I will also know that the main three continents with Tropical areas are Africa, South America and Asia. There are different natural resources in different parts of the world- eg cocoa beans are grown in tropical regions. Fair Trade is a way of buying and selling products that allows farmers to be paid a fair price for their produce, and have better working conditions. In addition, The Silk Road was a set of trade route that became an important route to the west from Asia.



Map of the World:

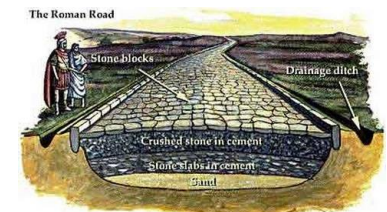


In History I will learn:

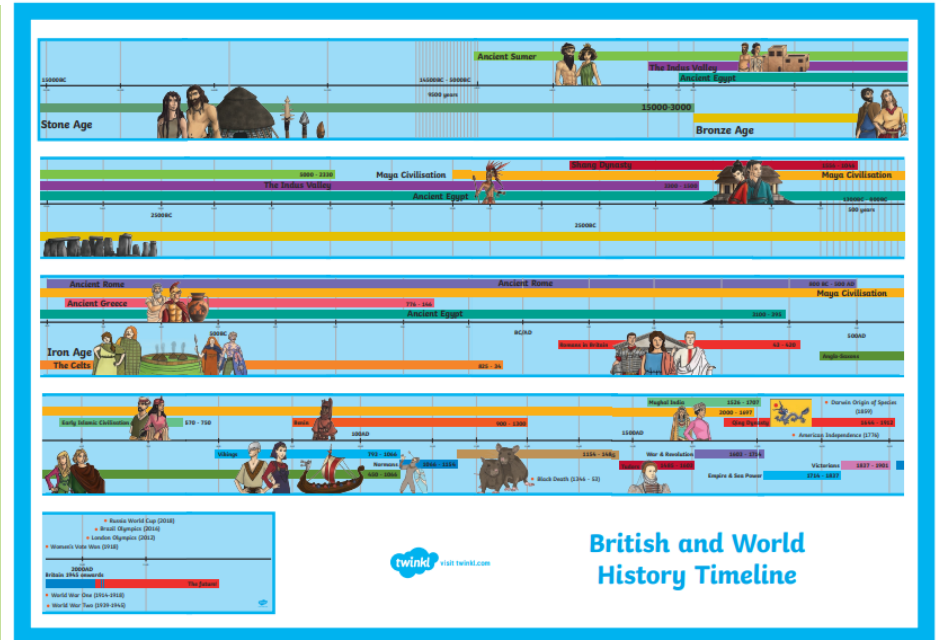
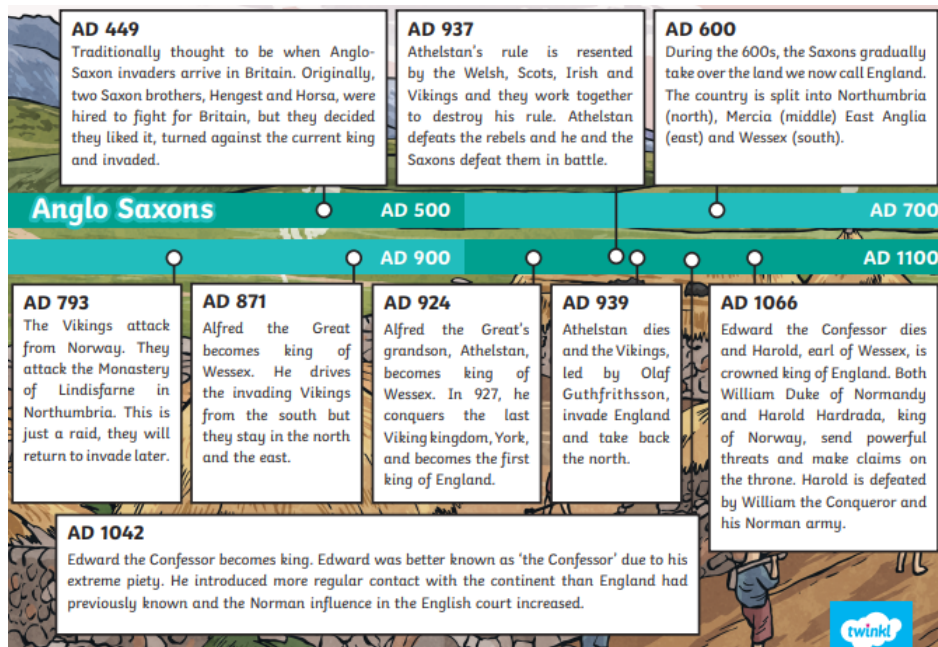
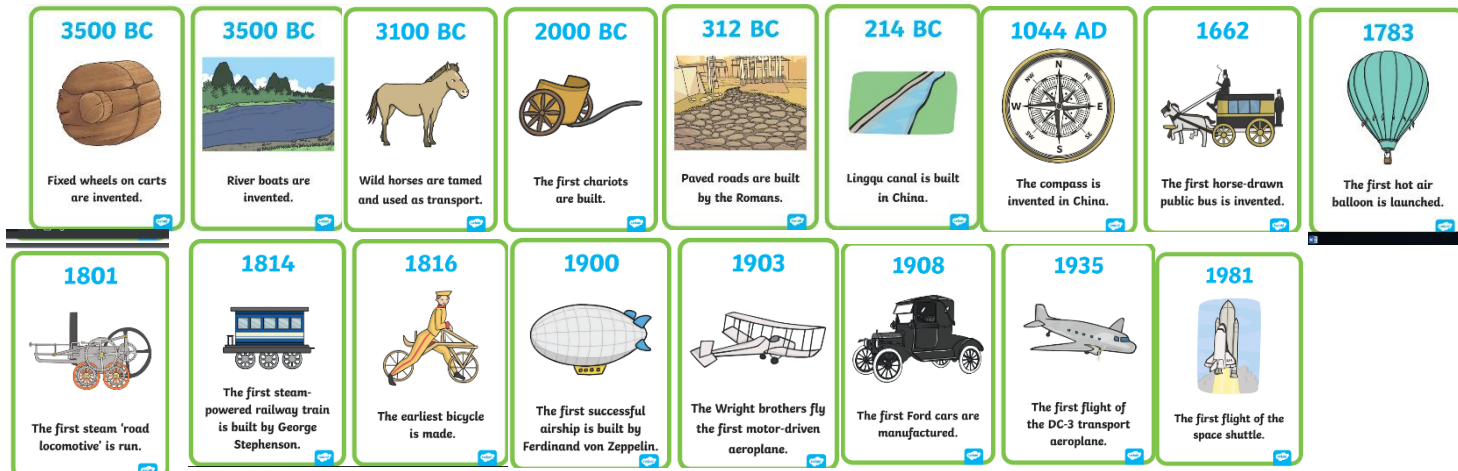
- When humans started to live in Europe.
- The stone-age was followed by the bronze-age period. This is when humans started to use metal.
- The bronze-age was followed by the iron-age.
- Approximately when the Stone Age started and when the Iron Age finished.
- Know how people travelled and how it developed in this period.
- Understand what bartering is and why it was used.
- Know what materials people bartered for.
- Be able to place the Roman settlement of Britain on a timeline.
- Know how the Roman occupation of Britain helped to advance British society – language / roads.
- Know that the Romans were engineers who have left behind roads, which were the start of roads we still use today.
- Understand how they built the roads.
- Know how the Romans travelled.
- Understand that the Romans used coins to trade.
- The Romans traded more easily because of the roads they had built and the links with the rest of their Empire.
- To be able to place the Anglo Saxons and Vikings on a timeline.
- Understand the different methods of transport in these times.
- Know what they traded in, who with and their methods for trading.
- Know when and where the Shang Dynasty was
- Make comparisons of trade and transport across the ages to trade and transport today.
- Make comparisons of trade and transport during the Shang Dynasty and compare to early Britain.

At the end of this topic I will know:

The stone-age period started around 3 million year ago when humans started to live in Europe. The stone-age was followed by the bronze-age period. This is when humans started to use metal. The bronze-age was followed by the iron-age. Trade began as a barter system. Bartering is where people exchange goods that they need after negotiation with others. People traded metal in the Bronze age · People first travelled by foot and later animals. Wheels were invented around 3500BC and then carts for transport. Ox drawn wagons, pack horses, chariots and boats. Wool was traded internationally. In Viking times – the Vikings were exceptional seafarers Longships were a sign of wealth and power. · People were attracted to Britain because of its trading links. They traded in cloth, wheat and silver. · The Shang Dynasty 1600-1100BC. The Shang Dynasty was an early Chinese civilisation. Travel was considered dangerous and unnecessary. Transport was on ox carts, horses, camels, chariots. · Cowrie shells were used for currency. Silk was exported but the manufacture of it was a closely guarded secret. The Silk Road became an important route to the West.



Timelines



In DT we will be learning to:

Design and Make the perfect chocolates

- Know what to do to be hygienic and safe when cooking.
- Think how they can present their chocolate in an interesting and attractive way.
- Choose the right ingredients for their chocolate and assemble them accurately.
- Use knives when cutting safely.
- Control the temperature of the hob as needed.
- Follow a recipe accurately and cook ingredients with an oven.
- Measure ingredients with scales to the nearest gram.

Design and Make a package for the chocolates with a closable lid.

- To design a package for chocolates.
- Choose suitable techniques to construct their package. Ensuring there is a closable lid.
- Strengthen materials using different techniques.
- Use knowledge of shapes and nets to create their packages.
- Create layers or compartments inside the box using appropriate techniques.
- To disassemble products to see how they are made.

Design and Make a Christmas Decoration

- Join textiles with appropriate stitching.
- Select the most appropriate techniques to decorate textiles.
- Understand the need for a seam allowance.

At the end of the topic, in DT, I will know:

That before cooking, we need to make sure our hands are clean and the work area is too. The ingredient, Chocolate is made from the cocoa beans which are grown in tropical countries. In addition, to make truffles, we need to melt chocolate over a saucepan of boiling water called a bain marie. We would need to add cream and butter to the chocolate to make the truffles and finally, they have to be chilled before they can be shaped.



I will know that a net is a 2D plan of a 3D shape. That I can use different nets to make a box depending on which 3D shape I want

In addition, to make sure the box fits together, I need to add tabs so they connect. Lastly, I would add compartments or layers to divide the interior up for different truffle flavours.



We will use Binca to create a Christmas Decoration.

We will learn how to use running stitch to create a pattern.



Art

In our Art lesson the children will learn:

- That Joycelyn Longdon uses her artwork to promote awareness of how the climate crisis is impacting farming and food.
- To replicate some of the techniques used by notable artists, such as Joycelyn Longdon, an activists protesting Fair Trade.
- That clay is a type of fine-grained natural soil that can be moulded like plasticine when wet.
- To thread a needle through its eye.
- That when using running stitch it is important that we thread through the back first so the knot is not visible from the front.
- That weaving is a process where you interlace threads together to make fabric.
- That the Anglo-Saxons used weaving to make their clothes, sails for their ships, decorations for their houses, blankets, bags and more.
- That the Anglo-Saxons used wool to make their clothes because it was readily available to them and was warm and waterproof.
- To use a number of brush techniques
- To use thick and thin brushes.
- To produce shapes, textures, patterns and lines.
- To use layers of two or more colours.



In Art

The children will learn about Romans in Britain and how they travelled by chariots. They will make products by working efficiently (such as by carefully selecting materials). They also, will use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines for their Fair Trade inspired Art.

In Art

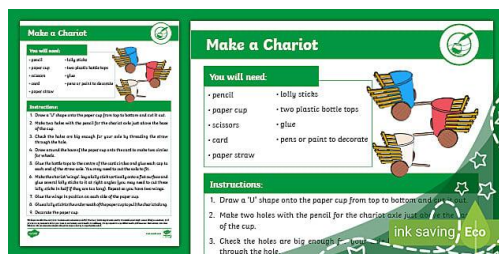
The children will learn about Stone Age and their tools. They will then use clay and other mouldable materials.

They will design and create Stone Age tools using Clay.

In Art

We will use printing to create layers of 2 or more colours on our Christmas cards.

We will also use weaving skills to create a Christmas tree out of paper.

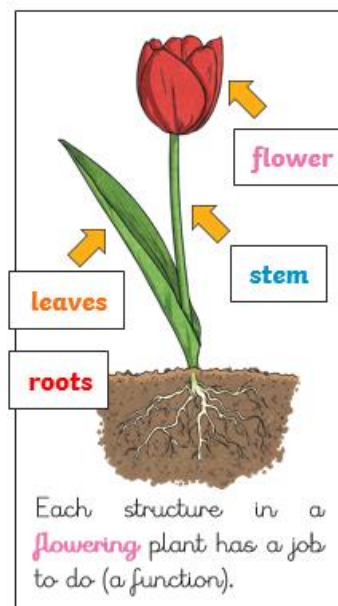


Autumn 1

In Science we will be learning to:

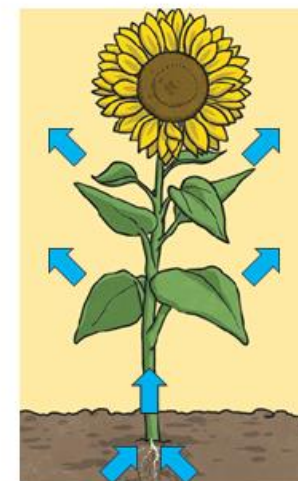
Build on their knowledge of plants from Year 2. They will learn to name and identify the different jobs that the four parts of the flowering plants have: flower (petal), stem, leaves and roots. Children will learn how to carry out an investigation, involving making predictions, recording observations and writing conclusions. They will learn how water is transported from the roots, through the stem, to the flower. There will also be a focus on pollination and fertilisation, children will explain the role of the different parts of a flower during this process. We will conclude our plant topic by learning about the life cycle of a plant.

Key Vocabulary	
roots	These anchor the plant into the ground and absorb water and nutrients from the soil.
stem	This holds the plant up and carries water and nutrients from the soil to the leaves. A trunk is the stem of a tree.
leaves	These make food for the plant using sunlight and carbon dioxide from the air.
flowers	These make seeds to grow into new plants. Their petals attract pollinators to the plant.
nutrients	These substances are needed by a living things to grow and survive. Plants get nutrients from the soil and also make their own food in their leaves.
evaporation	When a liquid turns into a gas.



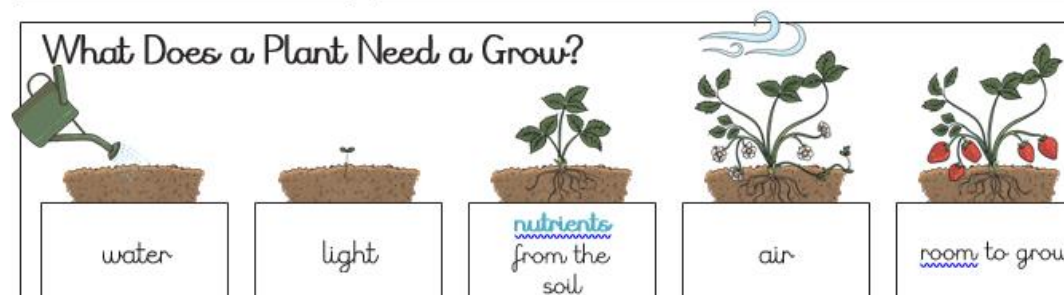
How Water Moves through a Plant

1. The **roots** absorb water from the soil.
2. The **stem** transports water to the **leaves**.
3. Water evaporates from the **leaves**.
4. This evaporation causes more water to be sucked up the **stem**.



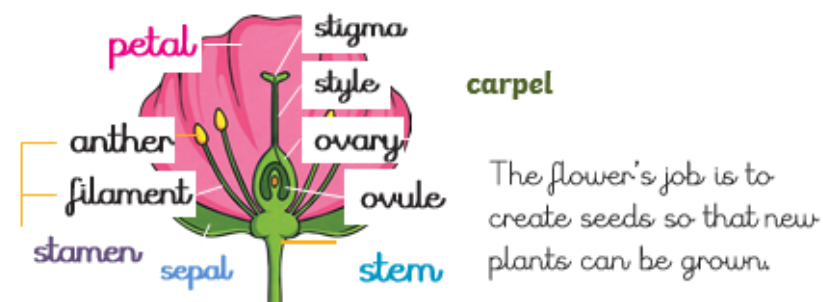
The water is sucked up the **stem** like water being sucked up through a straw.

What Does a Plant Need to Grow?



Different plants vary in how much of these things they need. For example, cacti can survive in areas with little water, whereas water lilies need to live in water.

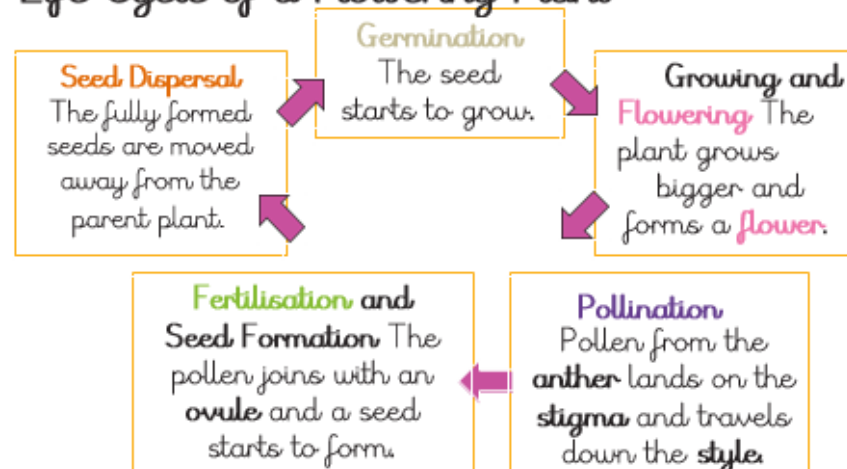
Key Vocabulary	
fertilisation	When the male and female parts of the flower have mixed in order to make seeds for new plants.
petal	The brightly coloured part of the flower that attracts insects to pollinate the plant.
stamen	The male parts of the flower . The stamen is made up of the anther and the filament . The filament's job is to hold up the anther. The job of the anther is to make the pollen.
carpel (pistil)	The female parts of the flower . Made up of the stigma , style and ovary . The job of the style is to hold up the stigma. The stigma collects the pollen when a pollinator brushes by it. The ovary contains the ovules , which are the part of the flower that gets fertilised and eventually becomes the new seed.
sepal	Leaf-like structures that protect the flower and petals before they open out.
pollination	When pollen (a fine powdery substance produced by a flowering plant) is moved from the male anther of a flower to the female stigma.
pollinator	Animals or insects which carry pollen between plants. Examples include birds, bees and bats.
germination	When a seed starts to grow.
seed dispersal	A method of moving the seeds away from the parent plant so that the seeds have the best chance of survival.



carpel

The flower's job is to create seeds so that new plants can be grown.

Life Cycle of a Flowering Plant



Seed Dispersal

Seeds can be dispersed by:



dropping



carrying



water



shaking



eating



bursting

Autumn 2

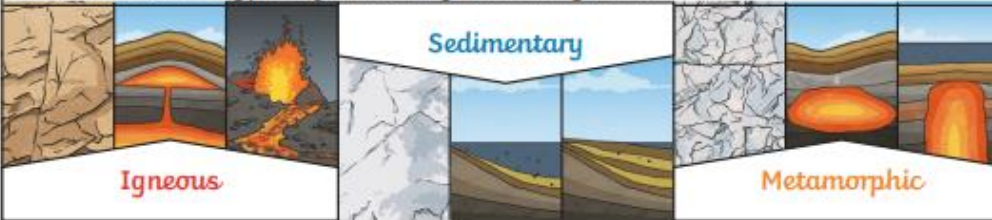
In Science we will be learning to:

In this topic, children will discover the different types of rocks and how they are formed. Children will compare and group rocks based on appearance and simple properties. They will learn how fossils are formed and learn about the contribution of Mary Anning to the field of palaeontology. Children will understand how soil is formed and then investigate the permeability of different types of soil.













Key Vocabulary	
igneous rock	Rock that has been formed from magma or lava .
sedimentary rock	Rock that has been formed by layers of sediment being pressed down hard and sticking together. You can see the layers of sediment in the rock.
metamorphic rock	Rock that started out as igneous or sedimentary rock but changed due to being exposed to extreme heat or pressure.
magma	Molten rock that remains underground.
lava	Molten rock that comes out of the ground is called lava .
sediment	Natural solid material that is moved and dropped off in a new place by water or wind, e.g. sand.
permeable	Allows liquids to pass through it.
impermeable	Does not allow liquids to pass through it.

Key Knowledge

There are three types of naturally occurring rock.



Igneous **Sedimentary** **Metamorphic**

Natural Rocks			Human-Made Rocks
Igneous	Sedimentary	Metamorphic	
Obsidian	Chalk	Marble	Brick
			
Granite	Sandstone	Quartzite	Concrete
			
Basalt	Limestone	Slate	Coade Stone
			

Some words you might use to discuss the properties of a rock:

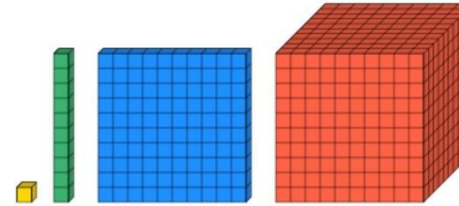
hard, soft, **permeable**, **impermeable**, durable (meaning resistant to weathering), high density, low density. Density measures how 'bulky' the rock is (how tightly packed the molecules are).

In Maths we will be learning to:

Build on our knowledge of:

Place value:

- including recognise the value of numbers up to a 1000,
- finding 1, 10, and 100 more or less than a given number,
- comparing and ordering numbers and counting in steps of 50.



Addition and Subtraction:

- add and subtract multiples of a 100
 - use the formal method to add and subtract
-
- adding and subtracting 3 and 2 digit numbers
 - add and subtract that involve carrying across the 10s and 100 boundary as well as exchanging from the 10s and 100s.
 - add and subtract two 3 digit numbers
 - Estimate answers to calculations
 - Use the inverse to check calculations

Multiplication and Division:

- Recap sharing and grouping
- Recap 2,5 and 10 times tables
- Introduce the 3, 4 and 8 times tables.

1x	2x	3x	4x	5x	6x	7x	8x	9x	10x	11x	12x
1x1=1	1x2=2	1x3=3	1x4=4	1x5=5	1x6=6	1x7=7	1x8=8	1x9=9	1x10=10	1x11=11	1x12=12
2x1=2	2x2=4	2x3=6	2x4=8	2x5=10	2x6=12	2x7=14	2x8=16	2x9=18	2x10=20	2x11=22	2x12=24
3x1=3	3x2=6	3x3=9	3x4=12	3x5=15	3x6=18	3x7=21	3x8=24	3x9=27	3x10=30	3x11=33	3x12=36
4x1=4	4x2=8	4x3=12	4x4=16	4x5=20	4x6=24	4x7=28	4x8=32	4x9=36	4x10=40	4x11=44	4x12=48
5x1=5	5x2=10	5x3=15	5x4=20	5x5=25	5x6=30	5x7=35	5x8=40	5x9=45	5x10=50	5x11=55	5x12=60
6x1=6	6x2=12	6x3=18	6x4=24	6x5=30	6x6=36	6x7=42	6x8=48	6x9=54	6x10=60	6x11=66	6x12=72
7x1=7	7x2=14	7x3=21	7x4=28	7x5=35	7x6=42	7x7=49	7x8=56	7x9=63	7x10=70	7x11=77	7x12=84
8x1=8	8x2=16	8x3=24	8x4=32	8x5=40	8x6=48	8x7=56	8x8=64	8x9=72	8x10=80	8x11=88	8x12=96
9x1=9	9x2=18	9x3=27	9x4=36	9x5=45	9x6=54	9x7=63	9x8=72	9x9=81	9x10=90	9x11=99	9x12=108
10x1=10	10x2=20	10x3=30	10x4=40	10x5=50	10x6=60	10x7=70	10x8=80	10x9=90	10x10=100	10x11=110	10x12=120
11x1=11	11x2=22	11x3=33	11x4=44	11x5=55	11x6=66	11x7=77	11x8=88	11x9=99	11x10=110	11x11=121	11x12=132
12x1=12	12x2=24	12x3=36	12x4=48	12x5=60	12x6=72	12x7=84	12x8=96	12x9=108	12x10=120	12x11=132	12x12=144

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In English we will be learning to:

Write in a variety of styles including diaries, stories, poems and instructional writing. During these lessons children will get the opportunity to identify the features, use the features in their writing along with editing and redrafting their work. Children will also use their speaking and listening skills when carrying out role play activities.

In our grammar lesson the children will be learning about word classes including, nouns, adjectives, verbs and adverbs. They will learn how to use their nouns and adjectives to make expanded noun phrases. Children will also learn about sentences structures and different types of sentences.

Nouns – are words that name a person, an animal, a place or a thing. It can also be an abstract concept (something which is not a physical object) such as a feeling or a state. Examples of nouns are: teacher, cleaner, social worker, footballer, boy, girl, table, chair, Loughton, dog, cat, happy.

Adjectives – are describing words, they describe a noun, eg in the sentence: The big, red ball rolled across the playground. Big and red are adjectives that describe what the noun (the ball) looks like.

Verbs – are doing words eg to run, skip, jump, talk, think, sit

Adverbs – are describing words, they describe the verb or action in the sentence. The boy ran quickly across the road. Quickly is the adverb that describes the verb ran.

An expanded noun phrase - **adds more detail to the noun by adding one or more adjectives** eg, the large, haunted castle

Computing:

Autumn 1 – Online Safety

Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.

Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.

Understand the effect of online comments and show responsibility and sensitivity when online.

At the end of the unit I will know:

- To understand how the internet can be used to share beliefs, opinions and facts
- To understand the effects that some internet use can have on our feelings and emotional wellbeing
- To understand the ways personal information can be shared on the internet
- To understand the rules for social media platforms

Autumn 2- Creating Media- Video trailers

At the end of the unit I will know how:

- To plan a book trailer
- To take photos or videos to tell a story
- To edit a video
- To add text and transitions to a video
- To evaluate video editing

Digital literacy

Application	A computer program, sometimes referred to as an app.
Desktop	A tower computer that needs a mouse, keyboard and monitor, that remains in one place.
Digital device	Electronic devices that operate off a binary system in 1s and 0s.
Edit	To change and amend something.
Film	Recorded moving pictures, that can make up a clip or film.
Film editing software	Software with editing abilities to cut, crop and add effects to video footage.
Graphics	The use of images or visuals designed to communicate, demonstrate a concept or promote something.
Import (software)	To pull another file into software, to place, edit and manipulate.
Key events	Important parts within a narrative or a particular period in time.
Laptop	A compact computer that is easy to carry and move around.
Plan	An idea about how to do something in future.
Recording (media)	To capture sounds or video footage, using an electronic device.
Sound effects	Sounds to enhance an event or bring fantasy aspects to life in a film or other media, for example, the whoosh of a time machine.
Time code	Time references on film or animations.
Video	Recorded moving pictures, that can make up a clip or film.
Voiceover	A voice recording which overlays a video or presentation.

Key facts

Transitions are visual effects that can be applied to occur in-between digital media (slides, images or video clips).

Morph
The media appears from a selected corner.

Cross zoom
The media zooms and fades in from the middle.

Peel off
The page peels off to reveal the media.

Dip to black
The media fades to a black screen.

Directional wipe
The media appears from a selected side.

Did you know?

Digital sound waves can be viewed and edited on a computer. They look like this:

PSHE (Autumn 1):

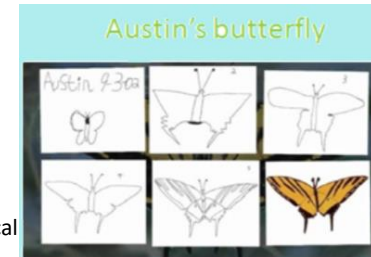
In PSHE, Autumn 1, I will be learning about what rules that keep us safe.

Rules are a statement that tells you what is or is not allowed, they help keep us safe.

A **growth mindset** describes a way of viewing challenges and setbacks. People who have a growth mindset believe that even if they struggle with certain skills, their abilities aren't set in stone. They think that with work, their skills can improve over time.

At the end of the half-term I will know:

- What it is to have a growth mind-set
- Simple hygiene routines can prevent the spread of bacteria and viruses.
- People who help them stay healthy and safe and how to get help in an emergency.
- How to keep safe in the local environment.
- The difference between acceptable and unacceptable physical contact and how to respond to unacceptable physical
- About the concept of keeping something confidential or secret.
- When they should or should not agree to keep a secret



PSHE (Autumn 2):

In PSHE Autumn 2, I will be learning about what we can do about **bullying**.

Bullying is hurting someone else on purpose. Bullying is something that happens over and over again.

Physical bullying is pushing, hitting, pinching or kicking someone. **Verbal** bullying is calling someone names, saying nasty things or even pretending you are going to hurt someone. **Cyberbullying** is when people use email, photos, videos or text messages to make someone feel sad. **Indirect** bullying is, leaving people out of games, talking about them when they are not looking, telling nasty stories about them, and standing by and watching bullying happen.

At the end of the half-term I will know:

- How to recognise bullying
- The different types of bullying
- How to respond to bullying and ask for help.
- About people who help me stay healthy and safe.

PE:

African Dance

The children will be learning to count beats and change direction while dancing. They will keep count and tempo while dancing, develop African dance steps with clarity and rhythm, using own ideas. The children will Learn new African steps and develop them and maintain a consistent tempo throughout the dance, using counting. Through these lessons they will learn how to tell a story using dance and create a story of harvest using African dance steps. •

By the end of this term we will:

To explore African dance movements and create patterns of movement.

To work with a partner to create African dance patterns.

To perform a dance with rhythm and expression.

To use knowledge of African dance to create a story in small groups.

To develop precision of movement. •

To work co-operatively with a group to create a dance piece.

To perform in front of others with confidence.



Art

Create and combine shapes to create recognisable forms (e.g. shapes made from nets). Refine work and techniques as work progresses, continually evaluating the product design. Select and arrange materials for a striking effect. Ensure work is precise. To be able to use layers of two or more colour to replicate some of the techniques used by notable artists, such as Joycelyn Longdon. We will use clay and other mouldable materials to create tools from the Stone Age. We will create Christmas decorations by sewing Christmas tree decorations. Additionally, we will design chocolates and design, make and evaluate packaging for these.

RE:

In RE I will be learning about **Christianity**.

Christ, is the central figure of Christianity. Most Christian teachings hold Jesus to be the **Son of God**, the second of three persons of a Divine Trinity (God the Father, God the Son and God the Holy Spirit).

Jesus taught through short stories called **parables**. Parables use familiar events in familiar settings to convey a spiritual message. Each of Jesus' parables contains one or more **hidden truths** that listeners are meant to discern for themselves.

At the end of the half-term I will know:

- That Jesus (born a Jew) went on to found the Christian religion
- How Jesus might influence people today
- The communities I belong to.
- The events of Jesus' baptism
- Who the disciples were and how they were chosen.
- About the concept of sacrifice.
- The nature of parables and the reasons why Jesus used parables to teach people about God and how to treat others
- The hidden moral or message contained in parables
- and consider their relevance for my own and others' lives
- The importance of rules in life
- The importance of the two greatest commandments and their implications for Christian living

