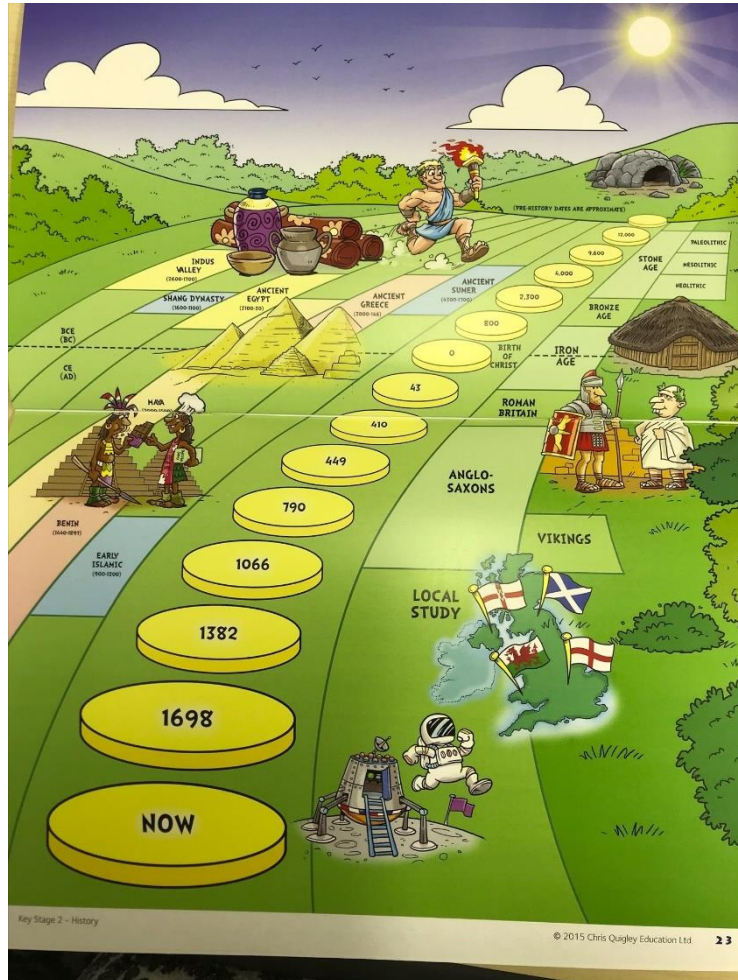


## Topic Name: Beliefs



### Summary:

We will begin by looking at all of the major religions we have studied through our religious education. We will remind ourselves of each religion's key beliefs and features of places of worship so that we gain an overview of the similarities and differences.

We will then explore the development of beliefs in British history. We will briefly look at the Stone Age and then will look at Bronze Age beliefs by studying the Amesbury Archer. We will also find out about Roman beliefs and their gods.

We will look at some beliefs after CE1066 such as witch-hunts in the 1500s, the fight between Henry VIII and the Pope, leading to the Reformation, and the differences in beliefs that led to the Gunpowder Plot.

### Key Vocabulary:

Buddhism - Buddhism developed out of the teachings of Siddhartha Gautama who, in 535 BCE, reached enlightenment and assumed the title Buddha.

Christianity - Christianity is a monotheistic religion centred on the life and teachings of Jesus of Nazareth as presented in the New Testament.

Hinduism - The origins of Hinduism can be traced to the Indus Valley civilization sometime between 4,000 and 2500 BCE.

Islam - Islam was founded in 622 CE by Muhammad the Prophet, in Makkah (also spelled Mecca).

Sikhism - The Sikh faith was founded by Shri Guru Nanak Dev Ji in the Punjab area, now Pakistan.

The Bronze Age - was a time in early human history when people first began to use tools made of bronze.

Roman Gods - The 12 Roman Gods were: Jupiter, Juno, Mars, Mercury, Neptune, Venus, Apollo, Diana, Minerva, Ceres, Vulcan, and Vesta.

Witch-hunt - A witch hunt is when everybody in a town looks for witches to capture. The time when the witch hunts were most common in Europe was from about 1480 AD to 1700 AD.

Henry VIII - Henry VIII was King of England and Ireland from 21 April 1509 until 28 January 1547, and is perhaps one of the most famous monarchs in English history.

The Pope - The pope is the head of the Roman Catholic Church.

Gunpowder Plot - The Gunpowder Plot was one of the most famous attempts to kill a king in British history.

Class text that we will be reading:

Clockwork or ALL WOUND UP - by Philip Pullman



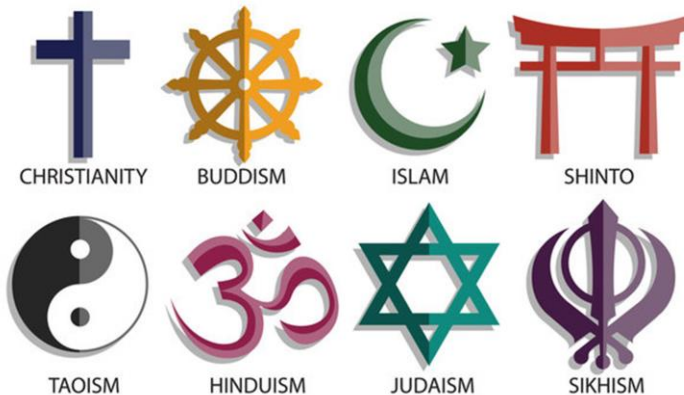
Activities: In Maths we will develop a chronological awareness of events throughout History and we will calculate the passing of time. We will also use our knowledge of coordinates to locate areas and geographical landmarks on maps.

In English, we will:

- write stories that contain mythical, legendary or historical character or events
- Write stories of adventure based on events in history
- Present information in a variety of ways to inform audiences of our findings.

We will remind ourselves of religion's key beliefs, and the features of places of worship so that we gain an overview of the similarities and differences.

We will then explore the development of beliefs in British history.



In Geography, we will look at some of the locations of the origins of major religions and then focus on the historical context within the UK.

In History, we will learn about:

the significance of cave painting in the early Stone Age and the later stone circles and henges.

the Bronze Age beliefs by studying the Amesbury Archer. We will find out about Iron Age druids whose beliefs were linked to nature, with the hare and mistletoe being sacred to them.

how the Romans tried to stop the work of the druids as they found them too powerful, and look at some of the Roman gods. We will look at the changes during Anglo-Saxon times from an early period of pagan gods to a later widespread belief in Christianity.

We will look at some beliefs after 1066 such as witch-hunts in the 1500s, the fight between Henry VIII and the Pope, leading to the Reformation, and the differences in beliefs that led to the Gunpowder Plot.



## Maths

Here are the National Curriculum objectives that we will cover this term:

I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation of up to 3 decimal places.

I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.

I can compare and classify geometric shapes based on the properties and sizes.

I can describe simple 3D shapes.

I can draw 2D shapes given dimensions and angles.

I recognise and build simple 3D shapes, including making nets.

I can find unknown angles in any triangles, quadrilaterals and regular polygons.

I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

I can interpret and construct pie charts and line graphs and use these to solve problems.

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

How to convert between standard imperial and metric measures.

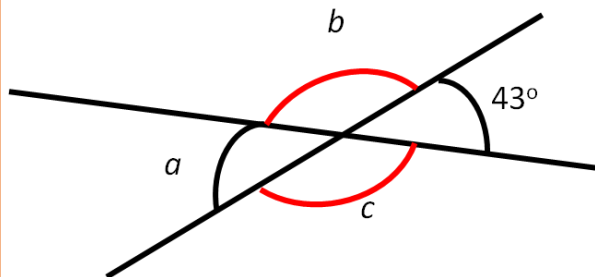
	<b>METRIC</b>	<b>IMPERIAL</b>
<b>Length</b>	millimetre, centimetre, metre, kilometre	inch, foot, yard, mile
<b>Mass</b>	milligram, gram, kilogram	ounce, pound, stone
<b>Capacity</b>	millilitre, centilitre, litre	pint, gallon



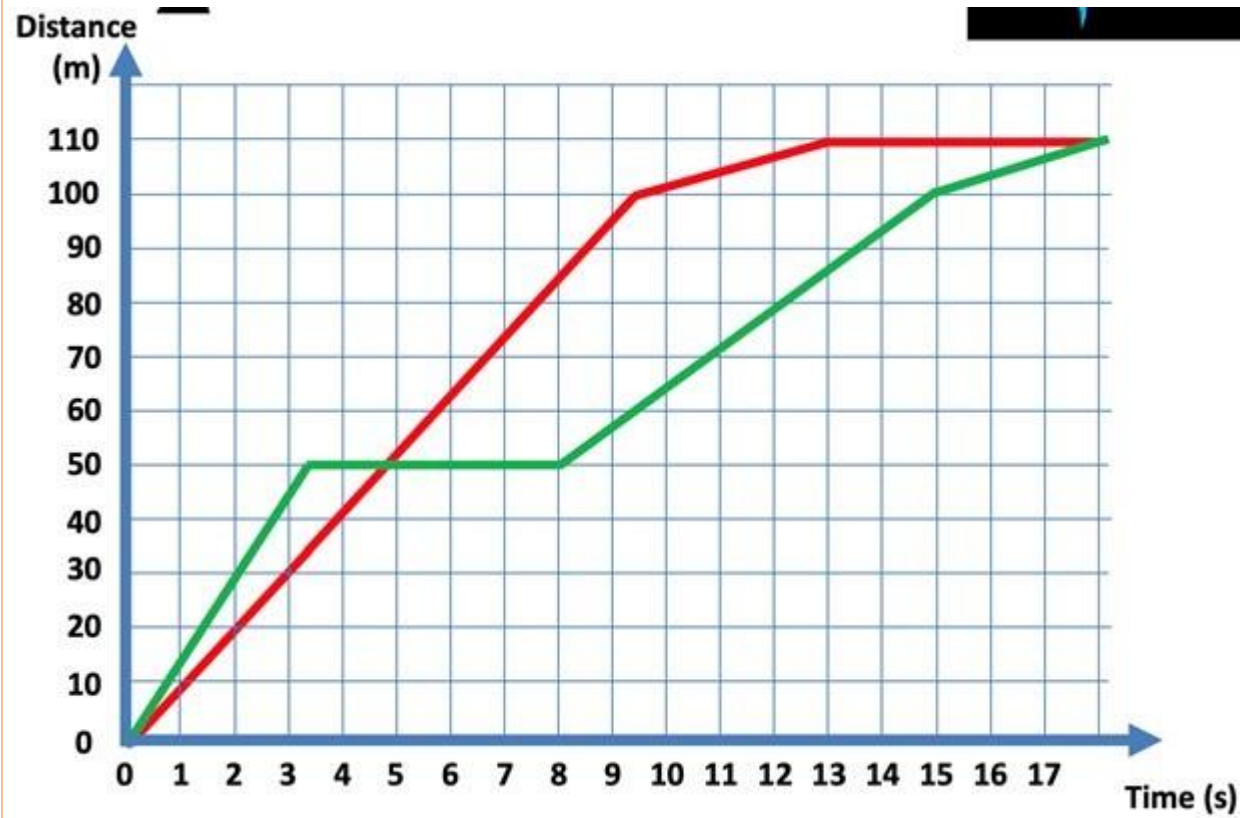
How to describe and draw 2D and 3D shapes.

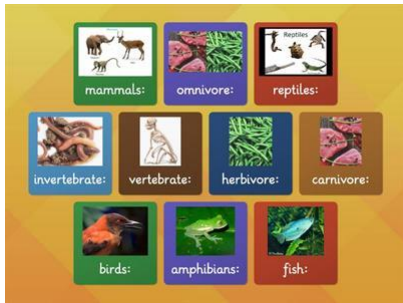


How to find unknown angles.



How to interpret pie charts and line graphs.





Science:

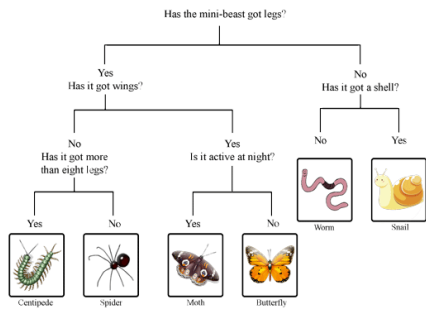
In Science we will be learning about Living Things and their Habitats.

We will be learning to:

Classify living things into broad groups according to observable characteristics and based on similarities & differences.

Describe how living things have been classified.

Give reasons for classifying plants and animals in a specific way.



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

How to classify plant and animals using a classification key.

Art/DT

In art and DT we will be learning to:

Use the qualities of watercolour and acrylic paints to create visually interesting pieces.

Combine colours, tones and tints to enhance the mood of a piece.

Use brush techniques and the qualities of paint to create texture.

Develop a personal style of painting, drawing upon ideas from other artists.

Mix textures (rough and smooth, plain and patterned).

Combine visual and tactile qualities.

Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).

Give details (including own sketches) about the style of some notable artists, artisans and designers.

Show how the work of those studied was influential in both society and to other artists.

Create original pieces that show a range of influences and styles.

Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).

Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.

Demonstrate a range of baking and cooking techniques.

Create and refine recipes, including ingredients, methods, cooking times and temperatures.

Write code to control and monitor models or products.

At the end of the topic I will know:

The difference between classic and modern landscape art. Classic landscapes by Samuel Colman and Thomas Moran and more modern interpretations by Cody DeLong.



The art of Cody DeLong and we will be able to produce a piece of art in his style.



How the Americans celebrate Thanksgiving and the types of foods eaten at this celebration, i.e. turkey and pumpkin pie.

How to write the code to make and control a tuk tuk.

## PSHE

In PSHE we will be continuing to learn to take responsibility for our health by learning:

To understand the potential impact of technology on physical and mental health.

To reflect on skills they have developed to identify and respond to difficult situations.

To understand ways that we help prevent ourselves and others becoming ill.

To understand how habits can be good or bad for our health.

To understand what happens when we are ill and begin to understand when to seek support.



At the end of the topic, I will know:

That too much screen time is bad for my health.

I will know that resilience is learning to bounce back.

I will know that vaccinations protect us from disease.

I know that bad habits, like smoking, negatively affect my health, whereas eating a balanced diet helps me to stay healthy.

How and when to seek support including which adults to speak to in school if I am worried about my health.

## RE

In RE we will be studying Humanism.

We will be learning:

What we mean by Humanism.

What a Humanist is and examples of famous Humanists.

What makes us human and the positive and negative aspects of human beings.

What influences human behaviours.

What a symbol is.

How the symbols and logos affect the purpose of different organisations.



At the end of the topic I will know:

Humanism puts human beings and human interests at the centre of things. Humanists believe that fulfilment is arrived at through human effort and inventiveness rather than religion. Humanists believe that people should think freely for themselves and should act in the light of reason and experience, and in co-operation with others, for the promotion of human happiness.

Key Humanist beliefs and ideas, including the Golden Rule, living a good and happy life, equality, atheism and agnosticism and having a scientific approach to life.

Humanism is a continuous philosophical tradition that can be traced back to the thinking of some of the philosophers of ancient Greece and beyond. From a humanist perspective, two of the most important of these were Protagoras and Epicurus.

Famous present-day humanists include the ubiquitous Stephen Fry, the television scientist Brian Cox and authors Terry Pratchett and Philip Pullmann.

### Computing

In computing we will be learning to:

To identify how bar codes and QR codes work.

To explore how infrared waves work.

To recognise the uses of RFID.

To gather and analyse real time data.

To analyse and evaluate data.

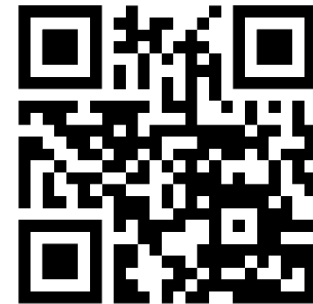
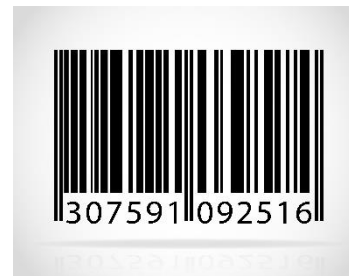
At the end of the topic I will know:

That data contained within barcodes and QR codes can be used by computers.

That infrared waves are a way of transmitting data.

That Radio Frequency Identification (RFID) is a more private way of transmitting data.

That data is often encrypted so that even if it is stolen it is not useful to the thief.



## PE

In PE this term we will be learning how to play tennis. This will include learning to:

Understand which techniques to use and how to combine them.

Understand how to work alone or as part of a team.

Understand the need for accuracy and power.

Understand the benefits of different striking techniques as well as attacking and defending techniques.

Select appropriate tactics for a game and adapt where necessary.

Know how to be respectful to other teams as well as my own, behaving as a role model.

At the end of the topic I will know:

How to use forehand and backhand.

How to serve the ball.

How to volley the ball and use ground strokes.

How to move quickly in order to hit the ball.

How to position my feet In order to hit the ball.

The rules of tennis including how to score.

How to hit the ball in the court away from my opponent, how to outwit them using speed height and direction of ball.

Where to stand when attacking and defending.

Why myself or others are playing well in the games.

What I need to get better at and what to practice.

How to change court to make easier.

Practices to help with precision and consistency and

speed about the court.

