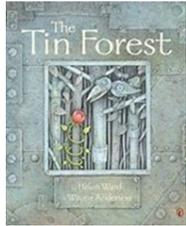


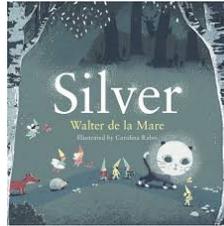
English

- Write to describe two settings. One at the beginning of The Tin Forest and one after the forest changes.
- Write a narrative poem based on a woodland scene and perform to an audience.



Texts

The Tin Forest by Helen Ward
Silver by Walter de la Mare



HOOK:

Exploring the woodland area at school with outdoor and adventurous activities. Explore what the pond is like in Autumn.

Educational visit to the New Forest.

Geography

UK Study

- Investigate the question 'Is the New Forest an important area to the UK?' by following the enquiry process.
- Develop map skills including using maps of different types and at different scales, using OS map symbols and be confident using 4 figure grid references.
- Understand what the land is used for within the New Forest National Park.
- Look at the links from the New Forest area to the rest of the UK and the wider world.
- Understand the processes and effects of tourism, travel and trade on the area.

As geographers we will explore the New Forest and understand what it is used for and how it is linked to the rest of the world.

Design and Technology

Textiles

- Create running, back and cross stitch
- Create simple patterns and appropriate decoration techniques
- Design and make according to a given criteria

As designers we will be learning how to sew a range of stitches to create an embroidery sampler and then applying these learnt skills to design and make an embroidered sampler.

We will be **resilient** when making mistakes and understand that errors help us to learn.



NEW FOREST
NATIONAL PARK

Science

Mixtures and Separating Them

- Understand the difference between a substance and a mixture.
- Investigate the processes of dissolving substances to form solutions.
- Discover if mixtures can be separated into their separate substances and the ways this may be achieved.

As scientists we will be exploring different mixtures, both dry and liquid, and testing the effectiveness of different methods of separating them.

We will be **curious** and ask questions to help us to understand new information and make links to our previous knowledge.

Religious Education

Concept- Teaching

Communicate- Express creatively and describe their response to their own experiences of teaching.

Apply- Recognise and begin to describe how teaching relates to events in their own lives and sometimes others' lives.

Inquire- Accurately describe what has been taught about the meaning of teaching.

Contextualise- Accurately describe how teaching is shown in the lives of Buddhists .

Evaluate- Describe the value of the Buddha's teachings to Buddhists and recognise some of the issues this might raise.

Games and PE

Outdoor and Adventurous Activities

- To develop co-operation and teamwork skills, trust and team work.
- To involve all team members in an activity and work towards collective goal.
- To be able to identify objects on a map, draw and follow a simple map.

Football

- To develop control of the ball and dribbling under pressure and passing to a teammate.
- To be able to control the ball with different parts of the body.
- Develop changing direction with the ball using an inside and outside hook.

French

Animals

- Learn the name of animals .
- Ask questions about pets.
- Describe animals using adjectives.
- Use prepositions.
- Name the homes of animals.

PSHE

Healthy Relationships

- Give a lot of examples of how I can tell a person is feeling worried just by their body language.
- Say what I could do if someone was upsetting me or if I was being bullied.
- Explain what being 'assertive' means and give a few examples of ways of being assertive.