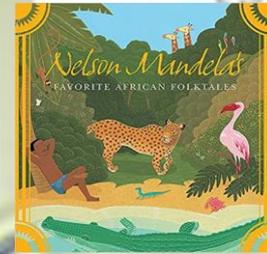
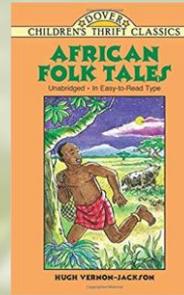
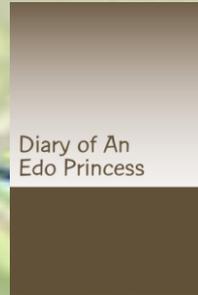
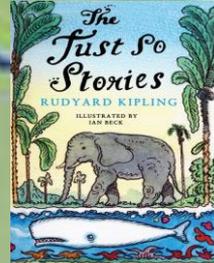
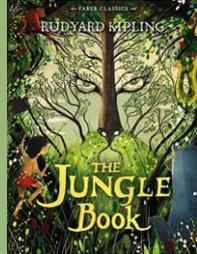
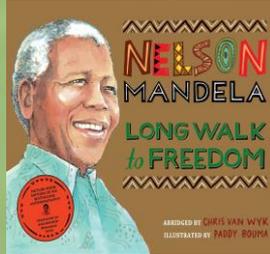


# Benin

## English text types:

- Classic fiction
- Instructions
- Biographies
- Poetry (Haiku/Senryus, Renga and Free verse)



**HISTORY - To learn about the rise of the Benin Kingdom (AD 900-1300) and compare and contrast its features with contemporary developments in British history.**

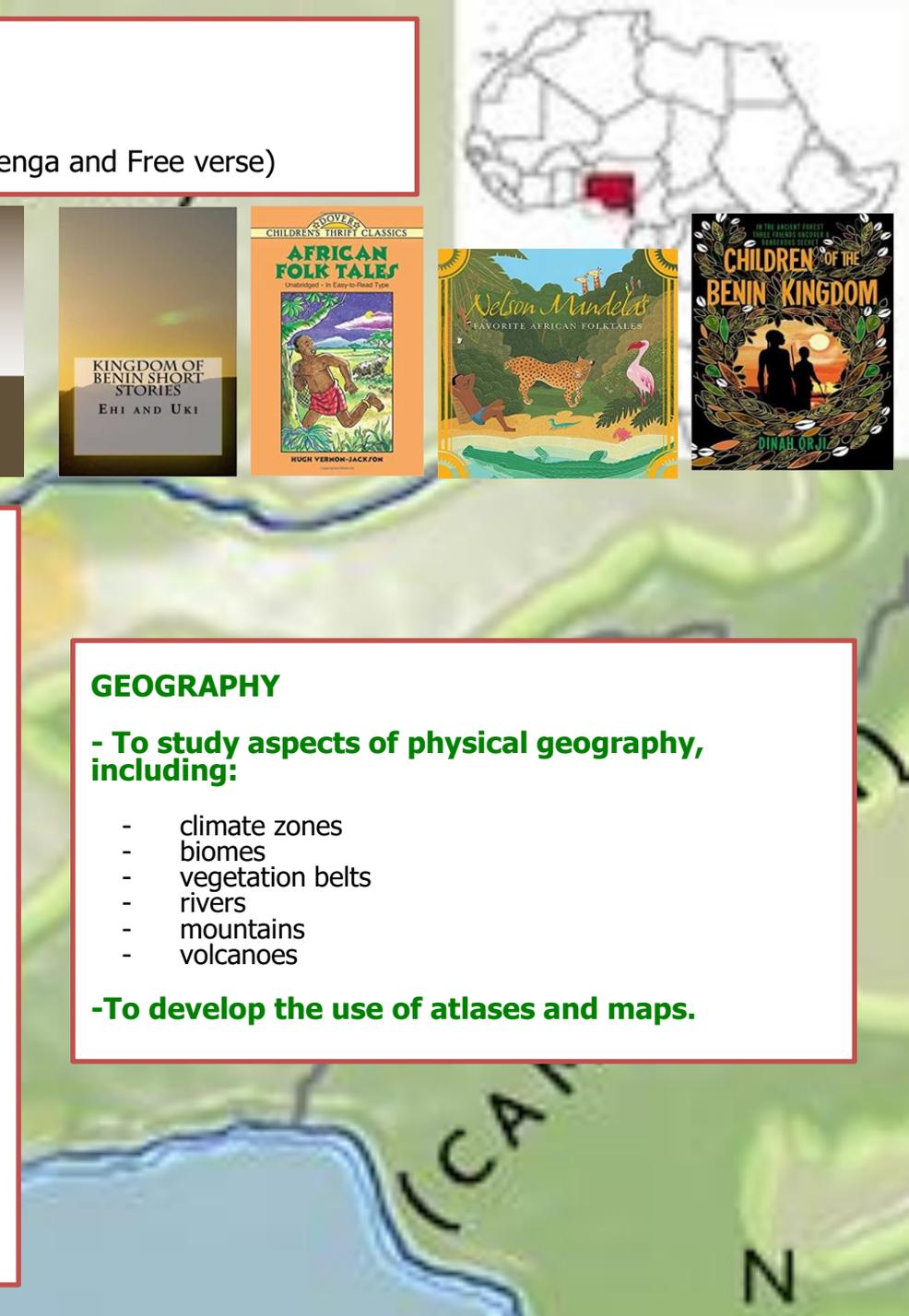
- Describe some of the beliefs and rituals of the people of the Benin Kingdom.
- Discuss the significance of the Benin bronzes and the reactions of the Victorian Europeans that discovered them.
- Develop an understanding of the oral tradition of African history.
- Recall key facts about the story of Eweka and his rise to power as the first Oba of the Benin Kingdom.
- Discuss the influence and eventual destruction of the Benin Kingdom by the Portuguese and British from the 15th century.

## GEOGRAPHY

**- To study aspects of physical geography, including:**

- climate zones
- biomes
- vegetation belts
- rivers
- mountains
- volcanoes

**-To develop the use of atlases and maps.**



## Music –

- To listen and appraise music from the Stone Age to today.
- We will use Charanga to listen and appraise, perform and share pieces of Jazz music. The two focus tunes will be Three Note Bossa and The Five Note Swing.
- Linking to our DT, we will create our own percussion instruments to use in our Christmas performance.

## Art – The Image of the Face

- To know that Art has a history and that all Art is influenced by different times and cultures.
- To observe and discuss the shape, line, form, colour and emotion of African artworks comparing these with the work of Matisse and Picasso.
- To research facial images made by Matisse and Picasso, then recreate using chalk and oil pastels collaboratively and finally evaluate the process and the outcome.
- Individually create a piece of artwork to depict the face focusing on shape, line, form, colour and emotion.
- Final pieces to be displayed and evaluated.

## DT – Musical Instruments

- Evaluate contemporary instruments and revise the Science behind 'Sound'.
- Study Benin musical artefacts.
- Use as a stimulus to design and create a percussion instrument using recycled materials.
- Use a range of tools for cutting, shaping, joining and finishing/
- To consider areas where reinforcement /strengthening are needed so that the final piece is fit for purpose.

## PATHS –

- Formulating Class Rules
- Increasing Self-Esteem
- Cooperative Learning Skills
- The Golden Rule
- Recognising and Controlling anger
- Feelings Dictionary
- My Own Feelings Story

## SCIENCE –

### Materials and their Properties:

- To compare and group together everyday materials.
- Give reasons for the particular uses of everyday materials, including metal, wood and plastic.

### Forces:

- To explain that unsupported forces fall towards the Earth because of the force of gravity.
- To identify the effects of air and water resistance and friction.
- Recognise that some mechanisms allow a smaller force to have a greater effect.

## COMPUTING – We will use Purple Mash to help us learn about:

### Online Safety:

- To gain a greater understanding of the impact that sharing digital content can have.
- To know how to maintain secure passwords.
- To learn about how to reference sources in their work.

### Coding:

- To review coding vocabulary.
- To design and write a program that simulates a physical system.
- To explore text variables.
- To create a playable, competitive game.
- To explore the launch command and use buttons within a program that launch other programs or open websites.

## R.E. – Our enquiry questions this term are:

- **Do beliefs in karma, samsara and moksha help Hindus lead good lives?**  
We are learning to understand the impact of certain beliefs on a Hindu's life.
- **Is the Christmas Story True?**  
We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.

## MFL (French)– This term our topics are:

- **Getting to know you** (greetings, asking questions and numbers to 10).
- **All about me** (classroom instructions, my body, actions, colours and clothes).

## P.E – This term, we will be developing our skills in:

### Tennis:

- To move to hit a ball with some balance and control.
- To hit/bounce a ball when moving.
- To hit a ball using forehand with control and some accuracy.
- To hit a ball using backhand with control and some accuracy.
- To serve underarm and attempt overarm.
- To serve and rally in mini tennis.

### Athletics:

- To react quickly and accelerate over short distances.
- To throw a javelin/vortex using the correct stance and rotating my hips forward.
- To perform a jump with control and balance.
- To pace myself when running.
- To push a tennis ball/shot put using the correct shot put stance and rotating my hips forward.

- **Yoga:** We will learn a variety of yoga poses over the autumn term.