



Savage Stone Age

Children will be learning about the stone age, fossils and evolution. Throughout this topic it will lend them to learn more about their local area and sample many crafts



KUW

Science

Chemistry: To develop a simple understanding of fossilisation
Biology: To classify living things (evolution)

Geography

To ask geographical questions, collect and record evidence and draw conclusions
To use maps to locate places they study
To recognise how places fit within a wider geographical context
To use 8 points of compass, symbols & keys
To use fieldwork to observe, measure & record

History

To place events, people and changes into correct periods of time

British History: Stone Age to Iron Age Britain, including:

- hunter-gatherers and early farmers
- Bronze age religion, technology & travel
- Iron age hill forts

To describe reasons for historical events, situations and changes in the period studied making appropriate links

To interpret a range of sources of evidence and record relevant information in a variety of ways

To use dates and historic vocabulary to communicate their knowledge and understanding

RE - Kingdom of God—see separate planning

KUW- Skills based objectives to focus on:

History

Chronology:

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a timeline
- Use correct terminology to describe events in the past

Geography

Using maps:

- Use 4 figure compasses, and letter/number co-ordinates to identify features on a map

Literacy Recount- diary (4 weeks)

Week 1 and 2

CORE VALUES FOCUS Y3 RESPECT / Y4 WISDOM

AND THE BIG FREEZE

ICT—Why is e safety important?

ICT—Can a picture move?

History—When was the stone age?

Science— How did living things get turned into stone?

ARTS WEEK—FOCUSSING ON AFRICAN ART READY FOR 'PEARL OF AFRICA VISIT'

Week 3 and 4 and 5

ICT - What is a frame?

History—How did people hunt and choose the food they ate?

Science—How and why were henges constructed?

26TH SEPTEMBER—EUROPEAN DAY OF LANGUAGES—GERMANY

ICT—What's the story?

History—How were tools used to help with hunting, cooking and eating?

Science— What is evolution? Why does it happen?

Literacy Narrative—Dialogue (3 weeks)

ICT—Can a picture be perfect?

History—How and where did stone age people paint?

Science— How can fossils teach us about pre living animals?

Week 6, 7 and 8

ICT— Can you improve an animation?

Art—What images were used in stone age paintings?

Science— How can we identify species from fossil observation?

ICT—What else can be added to an animation?

History—How did the stone age people care for those that had died?

Science— How do casts and moulds help fossil study?

ICT— How can animation skills be reapplied?

Art—How can we use the stone age shadow art technique?

How can STEM help us learn about the stone age?

OUR ARTIST SPINE IS: Banksy

Creative Development

Art

To record from first hand experiences and observations

To apply their different experiences of materials and processes

To compare ideas, methods and approaches and give their opinions

To appropriately use colour, pattern, texture, line and tone giving reasons for their choices

To investigate art, craft and design in the locality in a variety of styles and traditions

Improve mastery of techniques such as sculpture with varied materials -clay pots

DT

To generate and develop ideas, select appropriate materials and plan how they will make their design

To reflect on the progress of their work and identify ways they could improve their design and product

Music (Y4)

To follow a steady beat

To understand the different of pitch

To understand how music is written down

To learn and perform a given tune on the glockenspiel

Numeracy

Year 3:

Will be learning about place value and focusing on:

Representing and comparing numbers to 1,000

100s, 10s and 1s

Number line to 1,000

Find 1, 10, 100 more or less than a given number

Compare objects to 1,000

Order numbers

Count in 50s

Year 4:

Will be learning about place value and focusing on:

Roman numerals to 100

Round to the nearest 10, 100 and 1000

Partitioning

Number line to 10,000

1,000 more or less

Comparing and ordering numbers

Count in 25s

Negative numbers

MFL—French—Birthdays and celebrations

Saying today's date

Ask and answer about birthdays

Counting 1-31

Dates and names of celebrations

Wishing Happy Bday and Merry Christmas

European Day of Languages —Focus on Germany

Arts specific learning (Y3):

DT: Technical knowledge -
Mechanical systems:

To design, make and evaluate

PSED—Relationships

Y3:

- what makes a family; features of family life
- personal boundaries; safely responding to others; the impact of hurtful behaviour
- recognising respectful behaviour; the importance of self-respect; courtesy and being polite

Y4:

- positive relationships, including online
- responding to hurtful behaviour; managing confidentiality; recognising risks online
- respecting differences and similarities; discussing difference sensitively

Physical Development

MONDAY pm

Newcastle Foundation:

Games: Net and wall skills

WEDNESDAY pm -

Swimming

Key

Outside environment

Multiculturalism

Arts



Communication Language and Literacy

Recount—diary

Reading, studying and then writing own diaries inspired by Stone Age Boy

Narrative: Story dialogue

To use 'Ug: Boy genius of the stone age' as a stimulus to explore dialogue features and punctuation rules

ICT—PowerPoint and keynote

To explain that animation is a sequence of drawings or photographs

To relate animated movement with a sequence of images

To plan an animation

To identify the need to work consistently and carefully

To review and improve an animation

To evaluate the impact of adding another media to an animation

MFL—Birthdays and celebrations

GRAMMAR

Questions: inversion

of verb and subject

Capital letters vs small letters