



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

ONGOING MUSIC Music tuition

Literacy Stories set in historical settings (4 weeks)

Week 1 and 2

CORE VALUES FOCUS Y3 RESPECT / Y4 WISDOM

ICT—Why is e safety important?

ICT/Geog—How can Google maps teach us about Widdrington?

History—When was the stone age?

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

Week 3 and 4 and 5

ICT / Geog—How can we present things we have found on Google maps?

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

History/ Art—How and where did stone age people paint?

ICT—How can I use imovie to present facts?

Art—What images were used in stone age paintings?

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

24TH SEPTEMBER—EUROPEAN DAY OF LANUAGES—NORWAY

ICT—How can I use tellagami to present facts?

Geography / DT—What were the houses like that the farming stone age people lived in?

DT—How can we replicate a clay pot from the stone age?

Week 6 and 7

Literacy Information texts (2 weeks)

ICT—How can I use green screen to present facts?

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

Art—How does modern day pottery compare to the stone age?

ICT—How can I use sock puppets to present facts?

History / ICT—What facts did you find interesting about the stone age?

ICT / History—Which ways can our facts be presented?

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

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 clarinet

Numeracy

Chestnut

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

Willow

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

FOREST SCHOOL / Science learning

How did living things get turned into stone?

How and why were henges constructed?

What is evolution? Why does it happen?

How can fossils teach us about pre living animals?

How can we identify species from fossil observation?

How do casts and moulds help fossils study?

Physical Development (Indoors and Outdoors)

Games - Complete PE

Net and wall games—focussing on tennis.

Weekly Swimming lessons

Discrete Learning

French

'Moi'

RE

What is the Holy Trinity?

Incarnation and God

Gospels

PSED—Relationships

Year 3:

To learn about different families

To learn how to be a good and supportive friend

To learn how a good relationship should make us feel

To learn about appropriate touching

To learn about our rights to privacy and personal space

Year 4:

To recognise and respond to feelings

To recognise what constitutes a healthy relationship

To recognise that their actions affect themselves and others

To judge what kind of physical contact is acceptable

To understand the concept of 'keeping something confidential or secret.'

To listen and respond respectfully to a wide range of people

To work collaboratively towards a shared goal

Communication Language and Literacy

Historical texts (4 weeks)

Narrative writing—reading, acting out, studying and then writing stories with historical settings

Planning own story that is connected to a Historical exploration.

Information texts (2 weeks)—reading, studying and then writing own information texts

Instructions (1 week) - reading, studying and then writing own instruction texts.

Big writing — To use the correct and appropriate punctuation within different forms of writing independently

SPAG— Introduction to speech marks to **punctuate** direct speech

ICT- Comic Life / Morfo

To develop and refine ideas by bringing together and organizing text, images and sound as appropriate

To be sensitive to the needs of the audience and think carefully about the content

To talk about what they could improve in future work

MFL (Moi)

To introduce themselves, greet others and say how they are.

To respond to and ask questions about name and age.

To recognise some letter names in French.

Key

Outside environment

Multiculturalism

Arts



