



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

OUR ARTIST SPINE IS: Anjaya Khatwa: Geologist

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 - Unit L2.1

Christianity unit—Creation / Fall:
What do Christians learn from the creation story?

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 Place Value of Punctuation and Grammar — (PVPG—4 weeks)

Week 1 and 2

CORE VALUES FOCUS LKS2: RESPECT & 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?

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?

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?

26TH SEPTEMBER—EUROPEAN DAY OF LANGUAGES—TURKEY

Literacy Narrative—Dialogue (3 weeks)

ICT—Can a picture be perfect?

History—How and where did stone age people e 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: Balloon Girl

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 (as part of the Charanga unit)

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—Phonics—Vegetables

Short role play using 'I would like....' and the quantity of vegetable
Match sound to picture / word / phrase

European Day of Languages —Focus on Turkey

Arts specific learning:

Charanga Unit:

Y3 Writing music down

PSED—What strengths, skills and interests do we have?

Health and wellbeing Self esteem: self-worth; personal qualities: goal setting; managing set backs
PoS refs: H27, H28, H29, L25

- How to recognise personal qualities and individuality
- to develop self—worth by identifying positive things about themselves and their achievements
- how their personal attributes, strengths, skills and interests contribute to their self esteem
- how to set goals for themselves
- how to manage when there are set-backs, learn from mistakes and re-frame unhelpful thinking

Includes Red Start workshop

Physical Development
TUESDAY am
Newcastle Foundation:
Games: Multi Skills

WEDNESDAY pm -
Swimming

Key
Outside environment
Multiculturalism
Arts



Communication Language and Literacy

Place Value of Punctuation and Grammar — (PVPG—4 weeks)

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—Freeze Frame animation

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