

Key question: **How did hunter-gatherers survive in the Prehistoric period?**

Geography: Stone Age

Knowledge

- Identify areas in which people settled around the world during The Stone Age.
- Locate continents, oceans, northern and southern hemispheres
- Understand how physical geography has changed over time.
- To understand and recognise the features of Stone Age homes.
- To undergo an excavation of a Stone Age settlement

History Focus: Stone Age

Knowledge

- Arrange events from the past in chronological order, understanding the difference between BC and AD.
- Understand how we know about people from the past through exploring artefacts.
- Understand how people lived in the Stone Age, creating small communities.
- Explore how these communities grew into tribes and kingdoms in the Bronze and Iron Age.
- Plan and write a diary entry written by a Stone Age child.
- Understand the human achievements in the Stone Age.
- Create a menu for a Stone Age person by identifying foods available through farming.

Science Focus: Animals, including humans and their key features

Knowledge

- Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat
- To label key organs, bones and muscles in the human body and identify their functions
- To understand the effects of exercise on the human body
- To identify that humans and some animals have skeletons and muscles for support, protection and movement.
- To understand the importance of nutrition by researching food groups and designing healthy meals
- To understand the role of muscles and how they help movement
- To understand the difference between

	<ul style="list-style-type: none"> • Recognise and identify different Stone Age animals. • Identify the features of Stone Age homes. • Identify features of tools used in the Stone Age. • Undergo and explore an excavation in a Stone Age settlement - Skara Brae • Explore the Iron Age. • Compare how the Bronze Age and Iron Age influenced our lives today. 	<p>herbivores, omnivores and carnivores</p> <p>Rocks:</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Group and compare rocks based on their appearance and physical properties • Use a hand lens to identify and classify rocks according to whether they have grains or crystals • Observe rocks and discover how and why they might have changed over time • Describe how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter • To be able to raise and answer questions about the way soils are formed
<p><u>Key vocabulary</u></p> <p>Continent, northern, southern, hemisphere, oceans, physical geography</p>	<p><u>Key vocabulary</u></p> <p>Artefact, archaeologist, Neolithic, BC, tribal, hunter-gatherers, shelter, civilization, settlement, hillfort, druids</p>	<p><u>Key vocabulary</u></p> <p>Skeleton, organs, muscles, vertebrae, invertebrate, nutrition, protein, carbohydrate,</p> <p>Rock classification, fossil, igneous rock, sedimentary rock, metamorphic rock, crystal, magnifying glass, soil</p>

English

Texts to support English Learning this term:

- Storm
- All About Me
- Performance poetry

Knowledge

- Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discuss and record ideas
- Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organising paragraphs around a theme.
- Use simple organisational devices [for example, headings and sub-headings]
- Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors

Design and Technology focus: Making a Stone Age home

Knowledge

- Research and develop a design fit for purpose
- Generate, develop and model their ideas throughout a range of ways
- Select and use a wide range of tools and equipment to perform a variety of practical tasks
- Investigate and analyse existing products
- Evaluate their own ideas against their design criteria
- Understand how events and individuals have helped shape the world today

Computing focus: Connecting computers

Knowledge

- Explain how digital devices function
- Identify input and output devices.
- Recognise how digital devices can change the way that we work
- Explain how a computer network can be used to share information
- Explore how digital devices can be connected
- Recognise the physical components of a network

Animation

Knowledge

- Explain that animation is a sequence of drawings or photographs
- Relate animated movement with a sequence of images
- Identify the need to work consistently and carefully
- Plan, review and improve an animation
- Evaluate the impact of adding other media to an animation

<ul style="list-style-type: none"> Read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 		<u>E-Safety</u> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
<u>Grammar focus:</u> <ul style="list-style-type: none"> Formation of nouns using prefixes: auto-, anti, super- under- Expressing time, place and cause, using prepositions: before, after, during, in, because of Exaggerated language: unbelievable, glorious, etc Pronouns –To know the difference between the subject and object with the personal pronoun Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”) Verbs - Present perfect: “has/have” + past participle To make the plural for nouns with a single vowel, (“-ves”: wolf – wolves) 	<u>Key vocabulary</u> User, purpose, design, model, evaluate, annotated sketch, investigate, label, drawing, function, planning, design criteria	<u>Key vocabulary</u> Input, output, process, digital devices, non-digital tools, programs, wires, tablets through Wi-Fi, smartphones, networks, functionality, server, animation, sequence, settings, media
<u>RE: Ideas of God- Christianity and Sikhism</u> <u>Knowledge</u> <ul style="list-style-type: none"> Identify key aspects of Christianity and 	<u>Music: Steel Pans</u> <u>Knowledge</u> <ul style="list-style-type: none"> Become familiar with the origins of Steel Pan 	<u>Maths</u> <u>Knowledge</u> We will be following the White Rose Maths

<p>Sikhism</p> <ul style="list-style-type: none"> • Understand Christians and Sikhs believe in one God • Identify and understand teachings and 'miracles' of Jesus • Understand the meanings of Sikh stories. • To be able to compare and contrast Christianity and Sikhism. 	<p>music.</p> <ul style="list-style-type: none"> • Learn about the instruments in a steel pan band. • Listen to detail and recall sounds played on the Steel Pan. • Play and perform with increasing control, and fluency. • Learn how to play a repeated pattern accurately. • Create, follow and play a simple rhythm to send a message. 	<p>scheme. In the Autumn term the focus will be on:</p> <ul style="list-style-type: none"> • Number • Place Value • Addition • Subtraction • Multiplication • Division
<p><u>Key vocabulary</u></p> <p>God, Christianity, Sikhism, miracle, Jesus, Ik Onkar, beliefs, Guru Nanak</p>	<p><u>Key vocabulary</u></p> <p>Steel pans, beat, rhythm, melody, pitch, call and response, Trinidad and Tobago</p>	<p><u>Key vocabulary</u></p> <p>Hundreds (H), Tens (T), Ones (O), compare, partition, order, addition, more than, total, subtraction, difference, less than, exchange, crossing, multiply, lots of divide, share equal groups, altogether.</p>
<p><u>Physical Education: Gymnastics / Fundamentals / Sportshall Athletics and Ball Skills</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To develop skills of balancing/running/jumping/hopping and skipping • Develop ability to change direction with control 	<p><u>Art and Design focus: Stone Age jewellery and cave paintings</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Create sketches to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques – drawing, painting with a range of materials (pencil, pastels, charcoal), threading, shaping and moulding clay. 	<p><u>Languages – French</u></p> <p>I'm learning French</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Identify France on a world map • I can repeat some of my personal details in French • With support, I can ask questions to others in French.

<ul style="list-style-type: none"> • Develop balance and discover how body moves at different speeds • Discover terms 'extension' and 'tension' • Develop ability to roll, jump and balance • Complete sequence work/work with a partner • Consider ways to accelerate/decelerate 	<ul style="list-style-type: none"> • Create cave paintings that tell a story. • Create a piece of Stone Age jewellery explore examples of Stone Age jewellery, exploring why people starting using beads and what beads were made from, including shells and teeth. <p>Artist – Frida Kahlo</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Learn about great artists, architects and designers in history • To create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> • I can say and spell some numbers from 1-10 clearly in French • I can say and spell some of the ten colours in French <p>Seasons</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • I can attempt to name all 4 seasons in French from memory with the correct article/determiner. • I can say/write a short phrase on at least one season in French. • I can say/write my favourite season in French.
<p><u>Key vocabulary</u></p> <p>Coordination, running, jumping, balance, agility, control roll, sequence, partner, accelerate, decelerate, extend, tension, perform</p>	<p><u>Key vocabulary</u></p> <p>Clay, mould, make, charcoal, shade, blend, Stone Age</p>	<p><u>Key vocabulary</u></p> <p>Bonjour, salut, Ça va? 1-10 in French, bleu, rouge, vert, jaune, blanc, noir, gris, rose, violet, marron and orange Les saisons, l'automne, l'hiver, le printemps, l'été</p>
<p><u>PSHE: Themes following SCARF</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Give examples of how I can tell a person is feeling worried • Say what I could do if someone was upsetting me or if I was being bullied. 		

- Recognise ways that people are different, including religious or cultural differences.
- Explain why it's important to challenge stereotypes that might be applied to me or others.

Key vocabulary

Stereotype, differences, values, respect, friendship, perspective, personal information, culture, tolerance, situation, perspective