The Big Question: What made the Stone Age to Iron

Age unique?

Share a Story

Wider World

Trip: Local Area - Stone, Bronze and Iron Age

Class Reader: Stone Age Boy

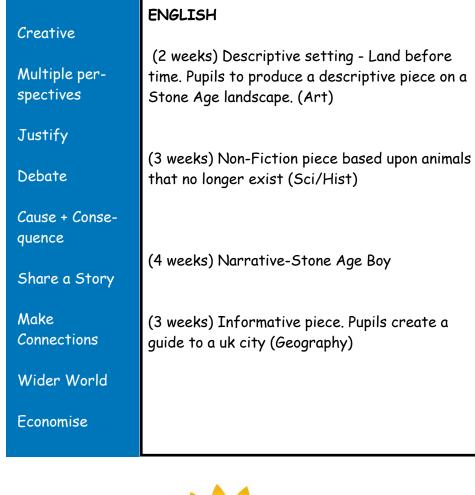
Non- fiction: The Secrets of Stonehenge

	MATHS
Creative	
Multiple per- spectives	Securing 3, 4 and 8 times tables use of rock stars Place Value to 100
Justify	Written column addition and subtraction
Debate	Multiplication and division problems. Using farmland context (amount of land etc
Cause + Conse-	·
quence	Geometry and Measures – roman numerals and 2d, 3d shapes, patterns

Make Connections Wider World Economise	Data- interpret bar charts and pictograms
Creative	RE - Religious Festivals of Light Self awareness by becoming increasingly tuned
Multiple per-	in to the meanings and importance of their own ideas and beliefs;
spectives	Respect for all by developing a willingness to
Justify	learn from the religions they study and to reflect on ideas about symbolism and good and
Debate	evil from religions they do not follow;
Cause + Conse-	Appreciation and wonder by developing their capacity to respond to symbol, and the
quence	sense of occasion that festivals bring.
Share a Story	To consider the concept of symbolism through numerous examples;
Make	To consider a diverse range of views about
Connections	questions of good and evil;
	From the study of different faiths, pupils will

be able to think about their own experiences,

symbols and understanding of light and dark,





PSHE - Health & Wellbeing

Creative

spectives

Justify

Debate

quence

Multiple per-

Cause + Conse-

Share a Story

Make Conne

Wider World

Physical Wellbeing - learn about the elements of a balanced, healthy lifestyle including, healthy diets, oral hygiene and responsible use of medicines. Mental Wellbeing - learn about strategies and

behaviours that support mental health, use strategies to manage and respond to feelings appropriately.

Ourselves, Growing and Changing - identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.

Keeping Safe - how to respond and react in an emergency situation

HISTORY -

Creative Pupils will make a timeline to set this period Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

into the wider context of British History and they will discover how we break up this period into distinct ages.

Pupils will learn the difference between threats and assets provided by the natural habitat and go on their own survival treasure hunt around the school grounds.

To address the question of how we can know about a period of British history with a lack of written primary sources of evidence. Pupils will be introduced to the concept of making deductions from evidence and they will use an information table to record what different artefacts tell us about the Stone Age. Find out how things changed in Britain in the Stone Age when people began to settle in farming communities like Skara Brae.

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Conne

Wider World

Economise

GEOGRAPHY

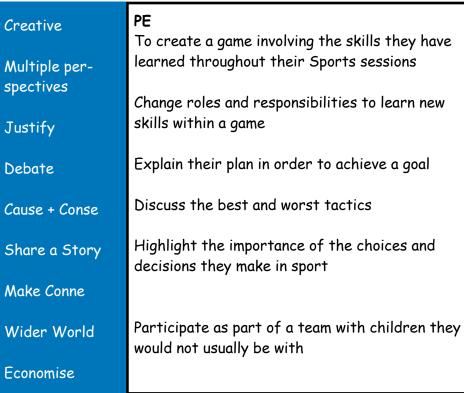
Children will take a look at the geography of the UK - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. They will find out how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history.

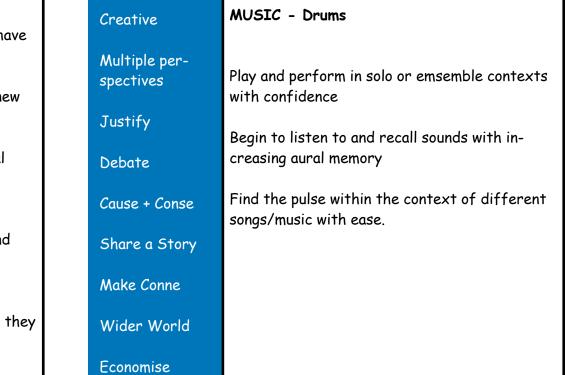
Pupils will study the uk. They will focus on the differences between other regions and their local area. Pupils will produce an informative guide to the region. (Eng)

SCIENCE -Rocks Creative To group rocks based on their properties. Group together different kinds of rocks on the Multiple perbasis of their simple physical properties in the spectives context of natural rocks Explain how fossils are formed. Describe in Justify simple terms how fossils are formed when things are trapped within rock by explaining Debate the fossilization process Making systematic and careful observations in Cause + Consethe context of investigating the permeability quence of different soils To explain Mary Anning's contribution to palae-Share a Story ontology Make Conne Animals including humans Wider World

Economise	Identify that humans and some other animals have skeletons and muscles for support, protection and movement- humans and animals Investigating the effect of exercise on the body		
		•	
Creative	ART - Cave Paintings		
Multiple per- spectives	Pupils will create their own landscape drawing of Appley Bridge during the stone age. (Link to English piece)		C
Justify			٨
Debate	Pupils will identify common images in the cave paintings and consider what they tell us about		S
Cause + Conse- quence	life in the Stone Age. After learning about how Stone Age artists created their cave paintings, pupils will have the chance to get creative with		I J
Share a Story	their own versions of prehistoric cave art using painting skills		(
Make Conne	To describe some of the features of Iron Age		9
Wider World	art		٤
	To use design ideas from Celtic art to make an		٨

Iron Age artefact







Creative	DT – Health and Nutrition (Cooking)
Multiple per- spectives	Children investigate a range of food products e.g. the content of their lunchboxes over a week, a selection of foods provided for them,
Justify	food from a visit to a local shop. Link to the principles of a varied and healthy diet using
Debate	The eatwell plate e.g. What ingredients have been used? Which food groups do they belong
Cause + Conse- quence	to? What substances are used in the products e.g. nutrients, water and fibre? • Carry out sensory evaluations on the contents
Share a Story	of the food from e.g. a variety of bought food products such as a range of wraps or sand-
Make Connectio	wiches. Record results, for example using a ta-

for the food?

Wider World

Economise

ble. Use appropriate words to describe the taste/smell/texture/appearance e.g. How do

the sensory characteristics affect your liking

COMPUTING -Creative Coding using purple mash Multiple per-To use simple loops in a programme spectives To create a background and a sprite for a game and use conditional statements within the pro-Justify gramme to control the sprite (e.g. if...then...) To add inputs to control a sprite Debate To create simple programmes that create simple games, animations and images Cause + Conse E-safety Share a Story To consider the consequences of sending/posting opinions and thoughts on the Internet Make Conne To recognise online behaviours that would be inappropriate and discuss examples of good and Wider World

bad behavior online

Economise

Topic Name: Why did a civilization settle in Egypt?

Class Reader: Secrets of a sun king Trip: Bolton Museum/Liverpool Museum Significant person: Cleopatra/ Tutankhamun

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

MATHS

Children will continue in their learning to become fluent in the 3, 4 and 8 multiplication tables. They will use TT Rockstars weekly to practice.

Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know.

Multiplying two-digit numbers by one-digit numbers, using mental and progressing to formal written methods

Add and subtract amounts of money to give change, using both £ and p in practical contexts

Interpret and present data using bar charts, pictograms and tables

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

RE

What do different people believe God is like?

To recognise that people have different views about God.

What do you think God is?

Why do you think that God is like that?

Egyptian Gods- What were they like?

What did people think they looked like?

Understand that culture and religion influence the diverse views and beliefs about God worldwide.

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

ENGLISH

An adventure story

Children will write a newspaper report on the discovery of Tutankhaman's tomb. Linked to Howard Carter and his death.

Reports on ancient Egyptian artifacts.

Children will look at an extract from an Egyptian slave diary. They will then write their own diary entry.



Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Conne

Wider World

PSCHE -

Economic Responsibility

Media Literacy and Digital Resilience

Shared Responsibility

HISTORY -

World timeline/ Egyptian timeline

Timeline of Cleopatra's reign and impact she had on Egypt.

Artefacts/ drawings and paintings- What do they tell us about Egyptian life?

Find out about ancient Egyptian life by looking at books and artifacts. Using sources of evidence.

Understand and explain the ancient Egyptian Share a Story ritual of mummification. Pupils will produce a verbal narrative of the process T4W.

> Understand how evidence can give us different answers about the past.

Compare Egyptian writing to how people write today.

Multiple perspectives

Creative

Creative

Multiple

Justify

Debate

Cause +

Make

Consequence

Connections

Wider World

Economise

perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Conne

Wider World

GEOGRAPHY

Use and interpret maps, globes, atlases and digital mapping to find countries and key features.

How was the River Nile used and why was it so important?

Identify the continent and country using atlases.

Identify the River Nile and the countries it flows through.

What would be the consequence if the Nile was to dry up?

Economically how does Egypt rely upon the Nile?

Economise

Creative	SCIENCE - Forces and magnets What happens to an object when pushed or pulled?(How were the pyramids built?)
Multiple	
perspectives	What happens to objects on different surfaces?(How did the Egyptians move the
Justify	bricks?)
Debate	Understand how magnets can make objects move from a distance.
Cause +	
Consequence	(Could magnets have made things easier for the Egyptians?)
Share a Story	Investigate balance. What were shadufs used for?
Make Conne	(Balance linked to water (River Nile)
Wider World	Children will investigate which materials are
Economise	magnetic. Whether some magnets are stronger than others and understand how the poles of a magnet work.

Creative	PE Invasion Games
Multiple perspectives	-Accurately pass to someone else and kick the ball, whilst stationary and when moving with the ball (whilst being under pressure).
Justify	-Begin to maintain possession of the ball in different situations.
Debate	Dance Improvise freely on their own and with a
Cause + Conse	partner,translating ideas from a stimulus into movement
Share a Story	Create and link dances using a simple dance structure or motif.
Make Conne	Perform dances with an awareness of rhythmic, dynamic and expressive qualities, with good
Wider World	control. Describe and evaluate some of the
Economise	compositional features of dance performed by others.



surfaces?(How did the Egyptians move the	Justify	-Begin to maintain possession of the ball in	Justify	adaptions to them
bricks?)	Justify	different situations.		Recognise some familiar words and phrases in
	Debate	Dance	Debate	written form
Understand how magnets can make objects	Debate	Improvise freely on their own and with a		Write some single words from memory
move from a distance.	Cause + Conse	partner,translating ideas from a stimulus into	Cause + Conse	
	cause + conse	movement		Music
(Could magnets have made things easier for the	Share a Story	Create and link dances using a simple dance	Share a Story	Play and perform in solo or emsemble contexts
Egyptians?)	Share a Story	structure or motif.	'	with confidence
Investigate balance. What were shadufs used	Make Conne	Perform dances with an awareness of rhythmic,	Make Conne	Begin to listen to and recall sounds with
for?	Make Conne	dynamic and expressive qualities, with good		increasing aural memory
(Balance linked to water (River Nile)	Wider World	control.	Wider World	Find the pulse within the context of different
	wider world	Describe and evaluate some of the		songs/music with ease.
Children will investigate which materials are	Economise	compositional features of dance performed by	Economise	
magnetic. Whether some magnets are stronger	Conomise	others.		
than others and understand how the poles of a				
magnet work.				

MUSIC/MFL - Spanish

responding appropriately

Recognise words and phrases heard by

Repeat sentences heard and make simple

Creative

Multiple

perspectives

Creative	ART - Textiles	Creative	COMPUTING -
Multiple perspectives	Learn and practise running, cross, back and blanket stitch	Multiple	Net Searching
perspectives	Blanker Strick		Question the validity of what the children see
Justify	Experiment with embellishments to add effects	Justify	on the internet
Debate	to my work	Debate	Discuss the reliability of information on the
Cause +	Create a box loom to weave my own fabric	Cause + Conse	Internet, e.g. the difference between fact and
Consequence	Independently thread my needle and tie a knot	cause + conse	opinion
Share a Story	at the end of the thread	Share a Story	Use strategies to check the reliability of
Make Conne	Use learned stitches in straight and curved	Make Conne	information (check in a book/ ask an adult)
	lines	Wider World	
Wider World			
Economise	Use plaiting, pinning and couching techniques	Economise	

Topic Name: Is nature more powerful than man? Class Reader: Escape from Pompeii/ The Firework

Makers Daughter

Trip: Southport Eco Visitor Centre / Escape Room Significant organisation/person: UNICEF, The Salvation

Army, Hans Zimmer

Creative	RE Qualities of religious worship and leadershi
Economise	Measure,compare, add and subtract lengths (m/cm/mm)
Wider World	Interpret and present data using bar charts, pictograms and tables
Make Connections	contexts
Share a Story	Add and subtract amounts of money to give change, using both £ and p in practical
Cause + Consequence	numbers, using mental and progressing to formal written methods
Debate	Multiplying two-digit numbers by one-digit
Debate	multiplication tables that they know.
Justify	Write and calculate mathematical statements for multiplication and division using the
perspectives	
Multiple	become fluent in the 3, 4 and 8 multiplication tables.
Creative	MATHS Children will continue in their learning to

Wider World Economise	Interpret and present data using bar charts, pictograms and tables Measure,compare, add and subtract lengths (m/cm/mm)
Creative Multiple perspectives Justify	RE Qualities of religious worship and leadership Consider how a place of worship can be a spiritual home for the believer. Discuss whether all Christians should go to church on Sunday.
Debate Cause + Consequence	Research how a religious building is used by the community. Conduct an enquiry into worship in other religious traditions
Share a Story Make Connections Wider World	Explore the concept of vocation. Discuss the roles and responsibilities of modern day leaders of faith communities. Reflect upon the impact of religious and secular leadership on religious traditions and cultures.

		ENGLISH
	Creative	
	Multiple perspectives	Report on a natural disaster that occurred in the past- Floods of 1987
	Justify	Fact files about tornadoes, hurricanes, tsunamis or earthquakes.
	Debate	Emotive poetry about the effects of natural disasters.
	Cause +	
	Consequence	Write a weather report script and give a weekly weather report on the school's radio
	Share a Story	station
	Make	
	Connections	
	Wider World	
	Economise	
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Creative

Multiple

Justify

Debate

Cause +

Consequence

Share a Story

Make Conne

Wider World

perspectives

Shevington Vale	
Primary School	Cre
PSHE	Mu per
Families and Close Relationships and friendships	Jus
Relationships and Sex Education	Del
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	and their location in relation to the Equator
Multiple perspectives	Research natural disasters that have occurred in the past.
Tustify	Find out what caused them and the damage caused.
)ebate	Human vs Natural events
Cause +	
Consequence	Look into Pompeii and the volcanic eruption of Mount Versuvius / Chenobyl
Share a Story	Escape from Pompeii / Child interview impact on her life
Make	Apply knowledge of causes and effects to
Connections	recount the Vocanic eruption event
	Did the eruption of Versuvious have an impact
Wider World	on the Wider World
Widel World	Find out what was done to help the people
Economise	affected by it.

World timeline of significant natural disasters

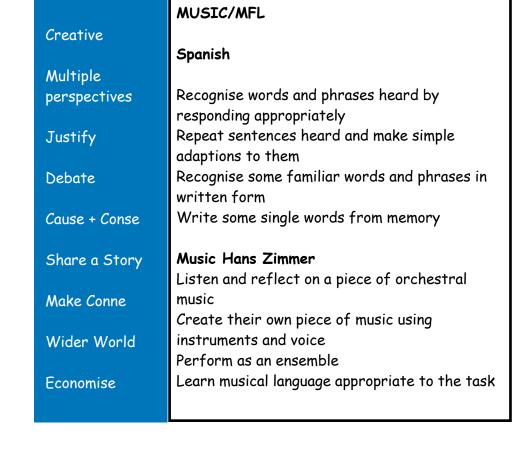
HISTORY -

Creative

	GEOGRAPHY
Creative	Examples of the types of natural disasters the children may have heard of such as
Multiple perspectives	earthquakes, volcano eruptions, hurricanes and tsunamis.
Justify	Talks about specific disasters, have they been caused by human action?
Debate	
Cause + Consequence	Discuss sustainability and suitability. Can their actions may lessen the possibility of some of these disasters happening?
Share a Story	
Make Conne	Why do significant natural disasters not occur in Wigan?
Wider World	How do natural disasters affect the economy
Economise	of a country?

	SCIENCE – Light/Plants
Creative	
	Create a mind map of everything that they
Multiple	know about light.
perspectives	Play mirror games to help understand how they work.
Justify	Design and advertise a pair of sunglasses or a sun hat.
Debate	Investigating what happens when you change
	the distance between the object and the light
Cause +	source.
Consequence	
	Learn the names of different parts of
Share a Story	plants, and the jobs they do.
	Work scientifically and collaboratively to
Make Conne	investigate what plants need to grow well, and will
Wider World	present their findings to their classmates.
	Predict what will happen in an exciting
Economise	investigation into the transportation of water
	within plants.

Creative	PE Athletics
Multiple perspectives	Begin to develop their ability to choose and use simple tactics and strategies in different situations.
Justify	Develop the following skills with increasing accuracy and velocity:
Debate	Throw a variety of objects with one hand and know how to aim these to improve
Cause + Conse	performance (using strategies). Show accurate pace - Run at a speed that is
Share a Story	appropriate for the distance being run. Take a running jump with appropriate feet
Make Conne	patterns/movements. Take part in relay activities, understanding
Wider World	the concept. Know, measure and describe the short term
Economise	effects of exercise on the body.



Creative	ART – Digital Media
Multiple perspectives	Look at the digital photo collage artwork of Hannah Hoch
Justify	Look at a biography of who Hannah Hoch was and when and how she became known for her
Debate	photomontage artwork
Cause + Consequence	Take a landscape photo, change the scale, brightness and contrast of the image
Share a Story	Select images and use fragments of photos to create a photo collage in the style of Hannah
Make Conne	Hoch depicting a natural disaster
Wider World	

Creative	DT - Let's go fly a kite
Multiple perspectives	Explain how a small event led to a larger significant event in Design and Technology
Justify	which helped shape the world.
Debate	Look at Benjamin Franklin and the kite experiment
Cause + Consequence	Use research to create ideas and refine them to develop design criteria.
Share a Story	Build and join strong frame structures and
Make Connectio	stiffen materials.
Wider World	Apply their understanding of where and how kites need stiffening.

Franchica

Shevington Vale
Primary School

Creative	COMPUTING - Networks - understanding how information and images can be
Multiple	transferred
perspectives	
Justify	Can I understand how information and images can be transferred in different ways? (e.g. via
Debate	email)
Cause + Conse	Can I explain how people can work collaboratively on the same digital project on
Share a Story	different devices using a network?
Make Conne	Children to save work on to a network folder and access another file than their own to add
Wider World	and enhance a digital project - natural disasters
Fconomise	