

**HISTORY –**

Pupils will make a timeline to set this period 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.

Look at the changes between the Stone Age and the Bronze Age, including the implications of the discovery of bronze and the process of how bronze was made.

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make

Connections

Wider World

Economise

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**PSHE**

Knowing why ground rules are needed – our rights and responsibilities towards others

Likes and dislikes – finding out about each other (respecting each other’s views)

Making decisions

Forming and maintaining relationships – being able to work with different people

Revisiting the ground rules and publishing them

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**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)

**ENGLISH**

 (2 weeks) Descriptive setting - Land before time. Pupils to produce a descriptive piece on a Stone Age landscape. (Art)

(3 weeks) Non-Fiction piece based upon animals that no longer exist (Sci/Hist)

(4 weeks) Narrative-Stone Age Boy

(3 weeks) Informative piece. Pupils create a guide to a uk city (Geography)

**MATHS**

Securing 3, 4 and 8 times tables use of rock stars

 Place Value to 100

Written column addition and subtraction

Multiplication and division problems. Using farmland context (amount of land etc

Geometry and Measures – roman numerals and 2d, 3d shapes, patterns

Data- interpret bar charts and pictograms

**The Big Question: What made the Stone Age to Iron Age unique?**

**Trip: Local Area – Stone, Bronze and Iron Age**

**Class Reader: Stone Age Boy**

**Non- fiction: The Secrets of Stonehenge**

**Picture book: Stone Girl Bone Girl**

**RE – Religious Festivals of Light**

Self awareness by becoming increasingly tuned in to the meanings and importance of their

own ideas and beliefs;

Respect for all by developing a willingness to learn from the religions they study and to

reflect on ideas about symbolism and good and evil from religions they do not follow;

Appreciation and wonder by developing their capacity to respond to symbol, and the

sense of occasion that festivals bring.

To consider the concept of symbolism through numerous examples;

To consider a diverse range of views about 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, good and evil;

Experiences and opportunities include reflection, creative activities, thinking skills, a range

of literacy styles and ICT.



**SCIENCE –**

**Rocks**

To group rocks based on their properties. Group together different kinds of rocks on the basis of their simple physical properties in the context of natural rocks

Explain how fossils are formed. Describe in simple terms how fossils are formed when things are trapped within rock by explaining the fossilization process

Making systematic and careful observations in the context of investigating the permeability of different soils

To explain Mary Anning’s contribution to palaeontology

**Animals including humans**

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

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 – food chains, food webs

Why are animals no longer here? – Extinction

**COMPUTING –**

**Coding using purple mash**

**To use simple loops in a programme**

To create a background and a sprite for a game and use conditional statements within the programme to control the sprite (e.g. if...then…)

To add inputs to control a sprite

To create simple programmes that create simple games, animations and images

**E-safety**

To consider the consequences of sending/posting opinions and thoughts on the Internet

To recognise online behaviours that would be inappropriate and discuss examples of good and bad behavior online

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**DT –**

**Health and Nutrition (Cooking)**

Children investigate a range of food products e.g. the content of their lunchboxes over a week, a selection of foods provided for them, food from a visit to a local shop. Link to the principles of a varied and healthy diet using The eatwell plate e.g. What ingredients have been used? Which food groups do they belong to? What substances are used in the products e.g. nutrients, water and fibre?

 • Carry out sensory evaluations on the contents of the food from e.g. a variety of bought food products such as a range of wraps or sandwiches. Record results, for example using a table. Use appropriate words to describe the taste/smell/texture/appearance e.g. How do the sensory characteristics affect your liking for the food?

 • Gather information about existing products available relating to your product. Visit a local supermarket and/or use the internet.

 • Find out how a variety of ingredients used in products are grown and harvested, reared, caught and processed e.g. Where and when are the ingredients grown? Where do different meats/fish/cheese/eggs come from? How and why are they processed?

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**PE**

To create a game involving the skills they have learned throughout their Sports sessions

Change roles and responsibilities to learn new skills within a game

Explain their plan in order to achieve a goal

Discuss the best and worst tactics

Highlight the importance of the choices and decisions they make in sport

Participate as part of a team with children they would not usually be with

**ART – Cave Paintings**

Pupils will create their own landscape drawing of Appley Bridge during the stone age. (Link to English piece)

Pupils will identify common images in the cave paintings and consider what they tell us about 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 their own versions of prehistoric cave art using painting skills

To describe some of the features of Iron Age art

 To use design ideas from Celtic art to make an Iron Age artefact

 Pupils will consider what kind of artefacts tell us about life in the Iron Age. They will investigate the distinctive designs found in Celtic art and use these ideas to make their own Celtic design.

**MUSIC**

**Composer Hans Zimmer - Earth**

Listen with direction to a range of high quality music

Play and perform in solo or emsemble contexts with confidence

Begin to listen to and recall sounds with increasing aural memory

Find the pulse within the context of different songs/music with ease.

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