Theme:

The Stone Age
Term 1

Breadth:

As writers: Plan a piece of writing based on a familiar structure. Use noun phrases effectively. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Describe settings and characters. In non-narrative writing, use simple organisational devices [for example, headings and sub-headings] Proof-read for spelling and punctuation errors. Use conjunctions, adverbs and prepositions to express time and cause	**Being physically active:** **Focus:** Gym Develop strength, balance and coordination Develop ways of balancing and travelling Create gymnastics sequences. **Focus:** Netball Develop the use of the chest, bounce and shoulder pass. Develop an understanding of attacking and defending. **Our PE days are: Monday's and Thursdays.** However, please can children have their PE kit in school **every day** due to other sporting events. This should include **trainers** and **house coloured t-shirt.**	**As computer Experts: Connecting Computers** Explain how digital devices function Identify input and output devices Recognise how digital devices can change the way 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	**As scientists:** Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Use straightforward scientific evidence to answer questions or to support their findings.
As readers: Read books that are structured in different ways and read for a range of purposes. Discuss words and phrases that capture the reader's interest and imagination. Explain the meaning of words in context Ask questions to improve their understanding of a text Make inferences. Predict what might happen. Retrieve and record information from non-fiction texts.	**As Historians:** Describe the three different periods of the Stone Age and label them on a timeline. Describe how people found food during the Stone Age. Find out what types of homes Stone Age people lived in, what tools they used and what they were made out of. Explain what sources of evidence are available to tell us about the Stone Age. Describe some of the artefacts found at Skara Brae. Investigate Stone Age cave paintings	**Religious Education:** Look at the story and beliefs behind the Diwali festival. Understand the celebrations and symbols used to remember the story.	**As citizens (PSHCE): Being Me in My World** Set personal goals Face new challenges positively, make responsible choices and ask for help when needed Understand why rules are needed and how they relate to rights and responsibilities Understand that my actions affect myself and others and try to see things from their points of view Make responsible choices and take action

As musicians: Creating compositions in response to animations Verbalise how the music makes them feel. Create actions or movements appropriate to each section of a piece of music. Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. Play melodies and rhythms which represent the section of animation they are accompanying.	**As Mathematicians:** **Place Value:** Represent and partition numbers to 100 and 1000 Find 1, 10 or 100 more or less Compare and order numbers to 1000 Count in 50s **Addition and Subtraction:** Add and subtract 1s, 10s and 100s Add and subtract two numbers Add 2-digit and 3-digit numbers Subtract a 2-digit number from a 3-digit number Complements to 100 Estimate answers Inverse operations **Length and Perimeter:** Measure in m, cm and mm Understand equivalent length Compare lengths Add and subtract lengths Understand, measure and calculate perimeter	**As designers:** Describe the purpose of linked levers. Draw annotated diagrams to show which outputs you would see with different arrangements of linked levers. Make products with linked levers experimenting with a variety of fixed and moving pivots. Design and make a linked lever mechanism. Evaluate the product and make changes as necessary	**As French speakers:** **Getting to know you** Hello How are you? What's your name? How old are you? Goodbye Counting to 10
Key Vocabulary:	input, output, device, network, server, dynamics, timbre, pitch, repeated rhythm, notation, ensemble, compose, Mesolithic, Palaeolithic, Neolithic, hunter-gatherer, artefacts, nomadic, settlement, archaeologists, scavenging, historical source, pivot, lever, linkage, mechanism, Diwali. Ramayana, rangoli, length, perimeter,		

Curriculum Drivers:	**Curiosity:**	**Knowledge of the wider world:**	**Aspirations:**
	What have historians discovered about our early ancestors? What sources of evidence are available to tell us about the Stone Age? Why has so much of history gone unrecorded?	Understand how early civilisations have helped shape society and contributed to the world we live in today. How do the French greet each other? Understand other religions and their place in our society	How can I help to find out about the past? What skills are needed to be an archaeologist?