

Who came first?

Skills:

- To interrogate a range of sources (inc. photos, diagrams, written accounts, stories, myths) & evaluate their usefulness and liability
- To pose appropriate questions and precisely answer them
- Compare and contrast the similarities and differences (from stone age to iron age)

Reading

Stone Age boy
Secrets of Stonehenge
See separate plans on teacher shared

Science – Light & Shadows

Recognise that they need light in order to see things and that dark is the absence of light.

Notice that light is reflected from surfaces.

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

Recognise that shadows are formed when the light from a light source is blocked by a solid object.

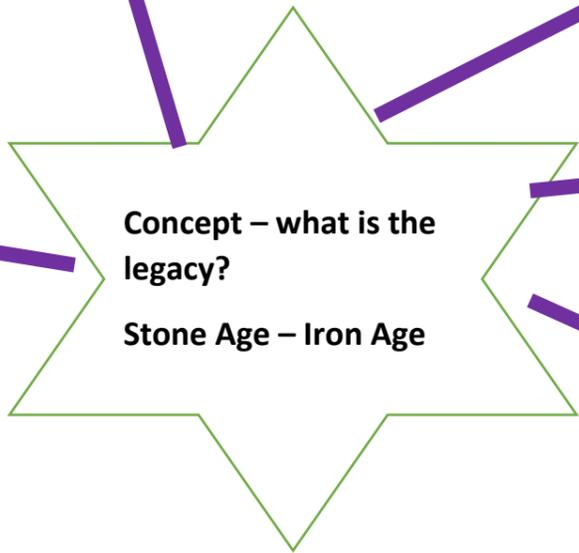
Find patterns in the way that the size of shadows change.

- Explore, using mirrors and other reflective surfaces, how light is reflected.
- Set up practical enquiries and fair tests to investigate how shadows are made and what causes them to change.
- Make careful observations and use appropriate equipment to measure accurately
- Record findings in different ways

English -

Autumn 1
Adventure story including character description
Skills to teach: planning, use of conjunctions, apostrophes

Autumn 2
Writing to inform
Skills to teach: commas in a list, sub-headings, using correct tense consistently



The first drawing
Ug: Boy Genius of the Stone Age
Stone Age Boy
(See LTP)

Maths

Place Value
Consolidation of arithmetic skills from Y1 & Y2

Composition of number

Whole & Parts

Additive structures

Bridging 10

2-digit & 1-digit numbers

Subtraction as difference

Follow NCETM curriculum

Where did they settle?

Geography Skills:

-Locate counties & cities on different maps (digital/computer mapping).

Science knowledge: - Describe in simple terms how fossils are formed when things that have lived are trapped within rock

skills:

- Use their findings to identify and classify rocks according to properties – grains or crystals and whether they have fossils in them
- Pose questions that explore how and why rocks may have changed over time (e.g. changes in water or erosion)
- Using 1st hand and 2nd hand sources, research the different kinds of living things that are found in sedimentary rock.
- Report on findings from enquiry including written and oral explanations
- Draw simple conclusions and raise further questions

Concepts:

- Recognise that secondary sources might help them to answer questions that cannot be answered through practical investigations

RE

Key question: What do different people believe about God?

Islam, Christianity & Judaism

Talk or write about key teachings with increased depth. Identify the key details of some stories.

Explain why stories and symbols are significant to believers.

ART & DT Skills

- painting and sculpture with a range of materials
- understand the historical and cultural development of art forms

Research cave paintings, produce own cave paintings, design and create Stone Age jewellery and spearheads.

Concept – what is the legacy?
Stone Age – Iron Age

Why did they settle there?

Geography skills: -Identify the effect of physical geography (River) on human activity.

Concept: -Understand the importance of rivers on human activity now and in the past.

History Knowledge: To know the differences in lifestyles (food, religion, settlements, organisation of society, technology, clothing)

History skills:

- To interrogate a range of sources (inc. photos, diagrams, written accounts, stories, myths) & evaluate their usefulness and liability
- Compare and contrast the similarities and differences
- Critically evaluate the impact of different organisations in society & offer reasons for preference, supported by evidence
- To present findings independently and fit for purpose using historically accuracy and can communicate their ideas clearly

Concept:

- That all civilisations are at different stages of development and follow a journey of acceleration and decline

PHSE

Learning Outcomes	SCARF lesson plans
<ul style="list-style-type: none"> • Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules 	<u>As a rule</u>
<ul style="list-style-type: none"> • Explain some of the feelings someone might have when they lose something important to them; • Understand that these feelings are normal and a way of dealing with the situation. 	<u>My special pet</u>
<ul style="list-style-type: none"> • Define and demonstrate cooperation and collaboration; • Identify the different skills that people can bring to a group task; • Demonstrate how working together in a collaborative manner can help everyone to achieve success. 	<u>Tangram team challenge</u>
<ul style="list-style-type: none"> • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people. 	<u>Looking after our special people</u>
<ul style="list-style-type: none"> • Rehearse and demonstrate simple strategies for resolving given conflict situations 	<u>How can we solve this problem?</u>
<ul style="list-style-type: none"> • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. 	<u>Dan's dare</u>
<ul style="list-style-type: none"> • Express opinions and listen to those of others; • Consider others' points of view; • Practise explaining the thinking behind their ideas and opinions. 	<u>Thanks</u>
<ul style="list-style-type: none"> • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; 	<u>Friends are special</u> <u>Video on website</u>