

Topic: Stone Age to Iron Age Britain		Term: Autumn 2020	Class: Seahorses
<p>History- The Stone Age Exploring the following key-questions:</p> <ul style="list-style-type: none"> Why was it called The Stone Age? What was life like in the Old and Middle Stone Ages? How much change happened in the New Stone Age? What can the village of Skara Brae tell us about life in Neolithic times? Why did the Neolithic people build monuments? Was great progress made in the Stone Age? <p>Bronze-Age to Iron Age</p> <ul style="list-style-type: none"> What difference did bronze make? How does the Amesbury Archer help us know more about the Bronze Age? Do we agree that not much happened in the Iron Age? Was home life much better in the Iron Age than the Bronze Age? Was it a dangerous time for people to live? Which was more impressive – the Bronze Age or the Iron Age? 		<p>Music Charanga Scheme (rock focus)</p> <ul style="list-style-type: none"> Listening to & appraising <p>Musical Activities:</p> <ul style="list-style-type: none"> Games- exploring pulse, rhythm and pitch. Singing solo and as part of a group. Playing-learning simple parts and beginning to improvise on the Glockenspiels, building up to a class performance. Harvest and Nativity preparation <p>PE</p> <ul style="list-style-type: none"> Daily Mile/ Daily Wake and Shake Athletics <p>French Getting to Know You</p> <ul style="list-style-type: none"> Say hello and goodbye. Introduce ourselves. Say if they are feeling good/bad/so-so. Count to 10. Say how old they are. Asking and answering simple questions. Beginning to understand and recognise informal and formal language. <p>RE What do Christians learn from the Creation story?</p> <ul style="list-style-type: none"> Creating a timeline of Creation Exploring what Christians believe about God and Creation. Describing what Christians do because they believe in God the creator. <p>Asking and answering questions linked to the Creation story for Christians and Non -Christians living today.</p> <p>Why did God give Jesus to the world?</p>	<p>Science Rocks and Fossils</p> <ul style="list-style-type: none"> To be able to explore, classify and group rocks and soils. To be able to plan, carry out and evaluate experiments to compare rocks. To find out what fossils are and how they are formed. <p>Amazing Magnets</p> <ul style="list-style-type: none"> Exploring forces including magnetic forces. Investigating how things move and which materials are magnetic. To explore the uses of magnets. <p>Computing Digital Literacy (E-Safety)</p> <ul style="list-style-type: none"> Developing an understanding of some of the risks posed online and learning how to use technology safely and respectfully <p>Information Technology</p> <ul style="list-style-type: none"> Looking at data and how it can be presented to allow it to be interpreted. <p>Art</p> <ul style="list-style-type: none"> Exploring early cave paintings. To create a stenciled, mixed media artwork based on prehistoric 'Animal Cave Art Paintings'. 3D sculpture- Drawing and creating Cave bears/ Woolly Mammoths (Mod-roc) Dressing up like fossils. Mark making and texture on fabric. <p>DT</p> <ul style="list-style-type: none"> The Great Bread Bake Off Making Stone Age Bread. Designing and making our own bread product. Gathering foods like early humans from our local area. Identifying fruits and berries.
<p>Writing Texts that we will explore:</p> <p>Here We Are by Oliver Jeffers Outcomes: writing our own poem's inspired by Louis Armstrong's and Shirley Hughes. Informative introductions to imaginary planets.</p> <p>The First Drawing by Mordicai Gerstein Outcomes: writing character descriptions, diary entries, recounts and our own historical narrative.</p> <p>The Bear Under the Stairs by Helen Cooper Outcomes: writing letters, retellings, own version narratives and information texts.</p> <p>Ocean Meets Sky by Fan Brothers Outcomes: labels, diary entries, postcards, captain's log, instructions, dialogue and extended fantasy narratives.</p>	<p>Punctuation and Grammar Spelling</p> <ul style="list-style-type: none"> Learning and securing y2/Y3 spelling rules. Learning strategies for spelling common exception words. <p>Reading Continuing to apply our reading VIPERS and developing our comprehension skills:</p> <ul style="list-style-type: none"> Vocabulary (understanding and explaining choices) Infering Predicting Explaining Retrieving information <p>Summarising and Sequencing</p> <p>Maths We will continue to follow the Whiterose Maths Scheme of Work (Blocks 1-3 this term), which has been updated to secure understanding and also recover content that children may have missed last year. We will continue to explain our reasoning orally and developing written explanations using sentence stems.</p> <p>Place Value: numbers to 100 and 100, tens and ones using addition, hundreds, finding 1, 10, and 100 more or less, comparing objects and numbers to 1000, ordering numbers and counting in 50s.</p> <p>Adding and Subtracting: Adding and subtracting 2 and 3 digit numbers, developing practical, mental and written methods.</p> <p>Multiplying and Dividing: multiplication as equal groups, using arrays, consolidating number facts for 2,5 and 10 times-table and related division facts, division as equal groups and sharing, multiplying and dividing by 4 and 8 and developing these times-tables.</p>		
Visits/Visitors	School Values	Environmental issues	British Values
TBC	<p>Courage – Discussing the courage shown by people in the past.</p> <p>Compassion – Showing compassion for each other and the planet.</p> <p>Joy – Sharing our success and achievements together.</p>	Should we build on our heritage (A303 Stonehenge Tunnel bypass project). Whose job is it to protect our planet?	These will be explored through our Big Questions and discussion of current events in Picture News.