



Sticks, Stones and Bones

ENGLISH

We will be writing in a range of styles whilst focusing on spelling, grammar and punctuation:

- Poetry focus — diamante poems
- Leaflet writing and learning how to organise paragraphs around a particular theme (Stonehenge)
- Narrative (eye witness account) based on 'Stone Age Boy'
- Guided Reading — 'Stig of the Dump' by Clive King. Children will complete a range of reading tasks including comprehensions.

MATHEMATICS

- Place value
- Addition and subtraction
- Area
- Multiplication and Division

SCIENCE

Rocks and fossils

- Observing and comparing different rocks
- Classifying rocks and their properties
- Investigating how fossils are made

Animals, including humans

- Naming key bones in the human skeleton
- The functions of our bones and muscles

COMPUTING

- E-Safety
- Touch Typing using Dance Mat
- Exploring Word Processing skills – desktop publishing

PE & GAMES

Fundamental skills
Hockey skills
Dance
Netball skills

HISTORY

We will look at the changes in Britain from the Stone Age to the Iron Age. Areas of focus will include:

- Chronological understanding;
- exploring how farming changed the world; exploring Stone Age houses; Why was bronze important?
- Why were henges and stone circles important?
- What were the diets of hunter gatherers like?
- Bronze Age life—understanding how Stone Age diet changed with seasons; comparing lives of hunter gatherers and Neolithic farmers;
- Exploring Stone Age / Bronze Age tools - significance of metal

GEOGRAPHY

- Locate and name countries in the UK and the counties in England
- Use maps to locate different countries in the UK and the counties in England;
- Use four points on a compass to explain where different counties are in the UK

ART

- Drawing - researching stone age/cave art; sketching cave designs; sketching artefacts
- creating textural effects using charcoal and chalk pastels – Stonehenge;
- sketching and designing fossil shapes
- Painting – creating cave paintings; painting tonal sky background for Stonehenge Collage
- Bansky silhouettes
- 3D Sculpture - fossil relief prints

DESIGN TECHNOLOGY

Making soup

- Plan the recipe, listing ingredients, utensils and equipment;
- Carry out sensory evaluations of ingredients and products; know how to use equipment and utensils to prepare and combine food;
- Know about a range of fresh and processed ingredients and whether they are grown, reared or caught;
- Know and use relevant technical and sensory vocabulary appropriately

RE

- Respectful religion and worldviews
- Finding out about scriptures: their beliefs and their values; are they central to religion?
- How do Buddhists use texts?
- How do Muslims use scriptures?
- Morals: How do we know what is right or wrong?
- Christian and Jewish beliefs about right and wrong
- How do we remember the rules?
- Are all religious guidance the same?
- How do Buddhists make moral decisions?
- What makes us make moral decisions?

RSHE

Connecting with others:

- How do emotions affect my body?
- How can I tell how others are feeling?
- How are my mind and body connected?
- What can I do when I experience strong emotions?
- When should I ask an adult for emotional support?

FRENCH

- Greetings/ salutations
- Numbers to 20
- Learn about French traditions at Christmas

MUSIC

- Listening and Appraising Music (BBC 10 Pieces)
- Body Percussion
- Rhythm games