

English

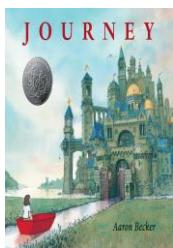
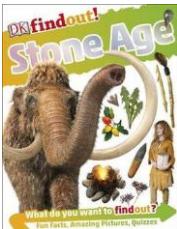
Autumn 1 – Non Chronological Report – Children will learn about chronological reports using talk for writing. They will apply what they have learned to topic to write a non-chronological report about stone age life. They will also write instructions based on their DT work.

Autumn 2 – Adventure Story – Children will use The Journey by Aaron Becker as inspiration for their own adventure story. On an afternoon we will read a range of adventure stories such as Cave Baby Ug and Stone Age Boy.

Poetry – Riddles

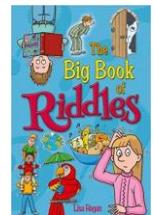
Texts

Non Fiction –



Fiction-

Poetry-



Trip

Stone Age to Iron Age bush craft day – Guisborough forest- Acorn Antics

Science- Taught discretely

Plants

Sound-

RE – What are the rules?

Who were the first humans? (Y3)

History - changes in Britain from the Stone Age to the Iron Age

Children will develop their chronological understanding by ordering events of the period. They will develop their knowledge and interpretation about aspects of stone age, bronze age and iron age life through historical enquiry.

PSHE:

Autumn 1: Taught discretely: Mental health and emotional wellbeing: Strengths and challenges.

Autumn 2: Physical health and wellbeing: What helps me choose? Children will explore making healthy choices with food and drink.

DT

Autumn 1 – Children will plan, make and evaluate a stone age inspired meal based on what would have been available to hunter gatherers at the time.

Children will also make, build and evaluate dens on the class trip.

Autumn 2- Children will learn about the invention of the wheel. They will make a moving toy for Cave Baby that includes electrical and mechanical components.

Famous Artist- Henry Moore

Art-

Children will explore cave paintings and what they tell us about early life. They will experiment with mixing their own paints using oil, mud, clay and charcoal. They will use these to make their own cave paintings.

Children will explore the sketches of British artist Henry Moore and develop their sketching techniques using a range of drawing materials. Inspired by Henry Moore's animals sketches, children will draw Stone Age animals in this style.

Others subjects:

- Inspire Maths
- PE
- French

Geography-

Children will learn about Britain, using atlases and globes to locate its position in the world. They will locate major UK cities and landmarks such as Stonehenge. They will explore and learn about the physical features of the UK- in particular rivers- and use appropriate symbols to mark these on a map. They will look at the location of hill forts and use their understanding of physical geography to explain why they were built there. Children will use their learned knowledge to decide where they would build a settlement today.

VOCABULARY LIST

Chronological	The order events happened in
BC	Before Christ
AD	Anno Domini – year of the lord
Decade	A period of ten years
Ancient	Distant past, no longer exists
Century	A period of ten years
Archaeologist	A person who studies human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.
Cave	First found homes
Skara Brae	Stone-built Neolithic settlement

Who were the first humans?

GEOGRAPHY

Geographical enquiry

- ✓ Can they use correct geographical words to describe a place and the things that happen there
- ✓ Can they identify key features of a locality by using a map?
- ✓ Can they begin to use a 4 figure grid references
- ✓ Can they accurately plot NSEW on a map?
- ✓ Can they use some basic OS map symbols?
- ✓

Physical Geography

- ✓ Can they use maps and atlases appropriately by using contents and indexes?
- ✓ Can they confidently describe physical features in a locality?
- ✓ Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?

Human Geography

- ✓ Can they confidently describe human features in a locality and explain why they are there?

Geographical knowledge

- ✓ Can they name a number of countries in the Northern Hemisphere?
- ✓ Can they name and locate some well-known European countries?
- ✓ I can name and locate the capital cities of neighbouring European countries?

Who were the first humans?

HISTORY

Chronological Understanding

- ✓ Can they describe events and periods using the words: BC, AD and decade?
- ✓ Can they describe events from the past using dates when things happened?
- ✓ Can they describe events and periods using the words: ancient and century?
- ✓ Can they use a timeline within a specific time in history to set out the order things may have happened?
- ✓ Can they set out on a timeline, within a given period, what special events took place?

Knowledge and Interpretation

- ✓ Can they appreciate that the early Brits would not have communicated as we do or have eaten as we do?
- ✓ Can they begin to picture what life would have been like for the early settlers?
- ✓ Can they suggest why certain people acted as they did in history?

Historical Enquiry

- ✓ Can they recognise the part that archaeologists have had in helping us understand more about what happened in the past?
- ✓ Can they use various sources of evidence to answer questions?
- ✓ Can they use various sources to piece together information about a period in history?
- ✓ Can they research a specific event from the past ?
- ✓ Can they use their 'information finding' skills in writing to help them write about historical information?
- ✓ Can they through research identify similarities and differences?
- ✓ **Can they use specific search engines on the Internet to help them find information more rapidly?**

Discrete subject - Science

SCIENCE

Plants- How does you garden grow?

- ✓ Can they identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers?
- ✓ Can they explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant?
- ✓ Can they investigate the way in which water is transported within plants.
- ✓ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?
- ✓ **Can they classify a range of common plants according to many criteria, environment, size, climate required?**

Working Scientifically

- ✓ Can they ask relevant questions and use different types of scientific enquiries to answer them.
- ✓ Can they set up simple practical enquires, comparative and fair tests?
- ✓ Can they make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometer and data loggers?
- ✓ Can they gather, record, classify and present data in a variety of ways to help answer questions?
- ✓ Can they record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables?
- ✓ Can they report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions?
- ✓ Can they use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?
- ✓ Can they identify differences, similarities or change related to simple scientific ideas and processes?
- ✓ Can they use straightforward scientific evidence to answer questions or to support their findings?
- ✓ **Can they use a graph or diagram to answer scientific questions?**

Sound

- ✓ Can they identify how sounds are made, associating some of them with something vibrating.
- ✓ Can they recognise that vibrations from sounds travel through a medium to the ear?
- ✓ Can they find patterns between the pitch of a sound and the features of the object that produced it?
- ✓ Can they find patterns between the volume of a sound and the strength of the vibrations that produced it?
- ✓ Can they recognise that sounds get fainter as the distance from the sound source increases?
- ✓ Can they work out which materials give the best insulation for sound?

Who were the first humans?

Art

Drawing

- ✓ Can they identify and draw simple objects, and use marks and lines to produce texture?
- ✓ Can they organise line, tone, shape and colour to represent figures and forms in movement?
- ✓ Can they show reflections?
- ✓ Can they explain why they have chosen specific materials to draw with?

Painting

- ✓ Can they create all the colours they need?

Knowledge of art

- ✓ Can they experiment with different styles which artists have used?

Sketch books

- ✓ Can they use a sketch book to adapt and improve their original ideas?
- ✓ Can they keep notes about the purpose of their work in their sketch book?

Who were the first humans?

DT

Developing and planning

- ✓ Can they come up with at least one idea about how to create their product?
- ✓ Can they take account of the ideas of others when designing?
- ✓ Can they produce a plan and explain it to others?
- ✓ Can they suggest some improvements and say what was good and not so good about their original design?
- ✓ Can they show that their design meets a range of requirements?
- ✓ Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?
- ✓ Can they describe their design using an accurately labelled sketch and words?
- ✓ Can they change their design to make it even better?
- ✓ Can they choose the most appropriate materials?

Working with tools, equipment, materials and components to make quality products

- ✓ Can they tell if their finished product is going to be good quality?
- ✓ Are they conscious of the need to produce something that will be liked by others?
- ✓ Can they show a good level of expertise when using a range of tools and equipment?
- ✓ Can they work accurately to make cuts and holes?
- ✓ Can they join materials?

Evaluating processes and products

- ✓ Can they think of how they will check if their design is successful?
- ✓ Can they begin to explain how they can improve their original design?
- ✓ Can they evaluate their product, thinking of both appearance and the way it works?

Electrical and mechanical components

- ✓ Can they add things to their circuits?
- ✓ Can they alter their product after checking it?
Can they try out new and different ideas?

Stiff and flexible materials

- ✓ Can they measure carefully so as to make sure they have not made mistakes?
- ✓ Can they attempt to make their product strong?

PSHE – Discrete Subject

PSHE

Drug, alcohol and tobacco education: Tobacco is a drug

- ✓ I can explain the definition of a drug and know that drugs (including medicine) can be harmful to people
- ✓ I can explain the effects and risks of smoking tobacco and second hand smoke
- ✓ I can identify help available to people to remain smoke free or stop smoking

Physical health and wellbeing: What helps me choose?

- ✓ Can they make healthy choices about food and drinks?
- ✓ Can they suggest how branding can effect what foods people choose to buy?
- ✓ Can they suggest ways of keeping active and know some of the challenges of this?

French- Discrete subject

- ✓ Can they listen and respond to familiar spoken words, phrases and sentences?
- ✓ Can they communicate with others using simple words and phrases?
Can they understand conventions such as taking turns to speak, valuing the contribution of others?
- ✓ Can they use correct pronunciation?
- ✓ Can they ask questions with confidence ?
- ✓ Can they recognise and understand specific phonemes, words and phrases in written form?
- ✓ Can they read aloud in chorus, with confidence and enjoyment, from a known text?
- ✓ Can they write some familiar simple words using a model?
- ✓ Can they write some familiar words from memory?
- ✓ Can they apply phonic knowledge confidently?
- ✓ Can they write most familiar words from memory?
- ✓ Can they recognise similarities and differences between social conventions of mine and other countries?
- ✓ Can they identify the country or countries where the target language is spoken?
- ✓ Can they recognise a children's song, rhyme or poem well known to native speakers?

PE – Discrete subject

PE

Ball Skills – Invasion Games

- ✓ Can they use control and accuracy?
- ✓ Can they maintaining possession?
- ✓ Can they use space and tactics?
- ✓ Can they understand the rules?

Dance

- ✓ Can they describe what makes a good dance phrase?
- ✓ Can they us a clear order with clear start / finish?
- ✓ Can they use cannon and unison?

Gymnastics

- ✓ Can they understand actions; e.g. jumping, balancing, transferring weight, rolling, turning, weight on hands?
- ✓ Can they evaluate the quality of performance?

Health & Fitness

- ✓ Can they understand appropriate warm up / cool down exercises?
- ✓ Can they demonstrate breathing – standing / moving?

Computing – Discrete subject

COMPUTING

USING TECHNOLOGY

- ✓ Can they use multi media tools and consider the different audiences?
- ✓ Can they provide constructive criticism to evaluate and modify work?
- ✓ Can they use podcasts?
- ✓ Can they use blogging?
- ✓ Can they use forums?
- ✓ Can they use email?

HANDLING DATA

- ✓ Can they recognise different tools for collecting data?
- ✓ Can they organise and interrogate data?
- ✓ Can they identify different types of data?
- ✓ Can they use searches?
- ✓ Can they create a database with different fields?
- ✓ Can they present and analyse data?
- ✓ Can they use data logging to compare information?
- ✓ Can they use Qr codes?
- ✓ Can they use Sharepoint?

RE – What are the rules?

RE

What are the rules?

Belief:

- ✓ Can they describe different features of religions and worldviews?
- ✓ Can they explore and show understanding of similarities and differences between different religions and worldviews?
- ✓ Can they discuss and apply their own and other's ideas about ethical questions, including ideas about what is right and wrong and what is just and fair?

Teachings/Authority

- ✓ Can they observe and consider different dimensions of religion?

Worship

- ✓ Can they explore and describe a range of beliefs, symbols and actions?
- ✓ Do they understand different ways of expressing meaning?

Impact of faith

- ✓ Can they describe and understand links between aspects of the communities they are investigating?
- ✓ Do they understand the challenges of commitment to a community of faith or belief?
- ✓ Can they consider and apply ideas about ways in which diverse communities can live together for the well-being of all?
- ✓ Do they respond thoughtfully to ideas about community, values and respect?
- ✓ Can they observe and understand varied examples of religions and worldviews?
- ✓ Can they explain, with reasons, their meanings and significance to individuals and communities?
- ✓ Can they make connections between different religions and worldviews?