

Topic: The Stone Age

Cycle Year:1

Term:1

Educational Visit: Shropshire Hills Discovery Centre



Personal, Social, Health and Emotional Development (including Relationships and Sex Education):Pupils will have the opportunity to:

- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use - Stepping Out- and risks in their local environment) and to use this as an opportunity to build resilience.

<p>Being Me In My World:</p> <ul style="list-style-type: none"> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives 	<p>Celebrating Difference:</p> <ul style="list-style-type: none"> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving Compliments
---	---

Religious Education:

What is the 'Trinity' and why is it important for Christians?

Recognise what a 'Gospel' is and give an example of the kinds of stories it contains · Offer suggestions about what texts about baptism and Trinity mean · Give examples of what these texts mean to some Christians today · Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live · Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.

How do festivals and family life show what matters to Jewish people?

Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean · Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people · Offer informed suggestions about the meaning of the Exodus story for Jews today · Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) · Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities · Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future · Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.

As linguists we will explore the French language through:

- Greetings - simple conversation (name, age, where you live, how are you?)
- Classroom instructions (incl. 'Jacques a dit' / Simons says)
- Numbers 1-10
- Our Family and Siblings
- Colours (incl. colours song) and classroom objects with colours
- Clothes and Fashion Show
- Christmas traditions in France

Please see French progression map for further guidance

As historians we will study aspects of the Stone Age:

- Use common words and phrases relating to the passing of time.
- Pupils will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages.
- Develop a chronological secure knowledge and understanding of British history.
- Develop the appropriate use of the historical terms and note connections and contrasts over time.
- Construct informed responses that involve the selection of relevant historical information.
- Regularly address historically valid questions about similarity and difference by learning about the New Stone Age and how it contrasts with the earlier periods. They will look in detail at the Neolithic settlement at Skara Brae and the conclusions we can reach from the evidence found at the site.
- Understanding how our knowledge of the past is constructed from a range of sources to understand why the period was called the Stone Age.
- Establish clear narratives within and across the periods they study.

Please see history skills sheets for further guidance.

As geographers we will explore the climate and weather of our world:

- Locate some of the world's climate zones on a globe or map.
- Name and understand the differences between some climate zones.
- Extract geographical data (rainfall, temperature, weather, climate/vegetation zones) from pictorial images, satellite images and graphical representations. Comparison between Shropshire and a region of India.
- Fieldwork: the children will conduct a weather study using equipment.
- Fieldwork: visit a deciduous forest to learn about our native trees. Discuss the issues our local flora, fauna and countryside are facing.
- Describe and give examples of a variety of biomes and vegetation belts.
- Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts.
- Identify the world's hottest, coldest, wettest and driest locations.

Please see geography progression map for further guidance

As designers we will:

- Design, make and evaluate an electronic Christmas card using LEDs, copper tape and batteries.
- Please see design and technology skills sheets.
- Explore how to make switches that operate in different ways e.g. when you press them, when you turn them, when you push them from side to side.

Please see DT skills sheets for further guidance.

As artists we will (may change after staff meeting)

- Explore how portraits across a range of artists and share our opinions.
- Explore hatching and cross hatching to use line to add tone to make 2D drawings look 3D.
- Learn about the proportion of the face and the scaling of different features relative to each other.
- Explore the work of Pop Artists (Lichtenstein and Warhol).
- Learn how to mix colours to make skin tones.
- Use line, hatching and colour using acrylic paint to create a Pop Art style self-portrait.

Please see art skills sheets for further guidance.

As musicians we will: (MC - Weather and Seasons)

- recognise how sound sources can be used expressively and be combined to create music in response to the Weather and the Seasons.
- explore how sounds can be changed, combined and organized to create class and group compositions.
- explore the music of the Baroque period and to the genre of the solo concerto focusing on "The Four Seasons" by Vivaldi.
- Element Foci: - Pitch, Texture, Timbre & Dynamics, Melody & Harmony**
- Please see Music skills sheets for further guidance
- Whole class ocarina teaching to support music curriculum and to increase musicianship skills.

Please see Music skills sheets for further guidance

As experts in computing we will:

- Explore how to use the internet safely: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact; acceptable use policy. Children will all begin to appraise the accuracy of the website/information and make decisions about trustworthy sources. (3.2)
- Use spreadsheets to create tables, and graphs. Use the more than/less than and equals tools to compare numbers. Apply knowledge of co-ordinates to cells (3.3 2calculate)
- Improve our coding by aiming to accomplish a goal in a program; simulating a physical system; making a control simulation and debugging problems; (2code Cycle A)

YEAR 3 & 4 - CYCLE A					
Using Flowcharts	Using Timers	'if' statements	Coordinates	Code, Test and Debug – Unit 3.1, Lesson 4	Design, Code, Test and Debug
Unit 3.1, Lesson 1	Unit 3.1, Lesson 2	Unit 4.1, Lesson 2	Unit 4.1, Lesson 3		Unit 4.1, Lesson 1

- Please see computing skills sheets for further guidance.

As scientists we will focus on:

Work scientifically. Pupils will be taught to use the following practical scientific methods, processes and skills within the topics. They will:

- Ask relevant questions
- Set up simple practical enquiries, comparative and fair tests.
- Make observations, take accurate measurements using different scientific equipment.
- Gather, record, classify and present data in a variety of different ways to answer questions.
- Record findings in a range of different ways.
- Make predictions using their scientific knowledge and draw conclusions from results to answer scientific questions.

Electricity:

- Understands that sources of electricity can be natural or manmade.
- Understands that electricity can be generated from renewable and non-renewable energy sources.
- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit (switches exploration)
- Recognise some common conductors and insulators, and associate metals with being good conductors. (investigate materials which are conductors and insulators)
- Consider the risks and dangers when using electricity.

Rocks:

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Investigate which types of rock will be effective to carve by testing rocks for hardness, softness and solubility.
- Working scientifically investigation: Which rocks are permeable and impermeable?
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter.

Please see science skills sheets for further guidance.

Develop our English skills through the stimuli of:

- Writing linked to Reading Spine text James and the Giant Peach (playscript, persuasive advert, newspaper article), Toys Go Out by Emily Jenkins, Dominic Grows Sweetcorn by Mandy Ross, The Sound Collector by Roger McGough and Something Told the Wild Geese by Rachel Field.
- Write a Non-chronological report about the Stone Age
- Write an explanation text about complete circuits.

Please see skills and knowledge in year group assessment grids.

Develop our Maths skills through key foci of:

In line with the Herts for learning guidance:

- Number and place value reasoning: identify the place value of each digit, representing numbers in different ways, comparing, ordering and rounding numbers (Y3 - 3-digit numbers, Y4 - 4-digit numbers)
- Additive Reasoning 1 - Mental Addition (Y3 - adding multiples of 1, 10, 100. Y4 - adding multiples of 1, 10, 100 and 1000 and consider appropriate methods)
- Additive Reasoning 2 - Mental Subtraction (Y3 - subtracting multiples of 1, 10, 100. Y4 - subtracting multiples of 1, 10, 100 and 1000 and consider appropriate methods)
- Multiplicative Reasoning 1 - Building Fact Recall (Y3 - 2, 5, 10, 3, 4, and 8 multiplication tables. Y4 - all facts to 12x12)
- Proportional Reasoning 1 - Scaling, comparison and fractions (fractions of an amount, equivalent fractions, measure and money problems involving fractions, scaling and correspondence problems)
- Geometric Reasoning 1 - Angles and Lines (Y3 - angles are properties of shape and a turn, compare angles and identify different types of line. Y4 - obtuse and acute angles)
- Continuing to apply understanding to a range of reasoning and problem-solving tasks.

Please see skills and knowledge in year group assessment grids.

PE (Please see PE skills sheets for further guidance):

- Invasion Team games: passing/receiving, controlling e.g. football and rugby
- Dance: Greetings Dance - unison/canon - own ideas and movement phrases
- Gymnastics: developing range of skills for balance, jumps, rolls, travel and applying to sequences.

Commented [RK1]: @Esther - I have resolved this map after finding a weather unit else where.

