Class: Corve (Year 3&4)
Title: The Stone Age
Cycle Year: 1
Term: Autumn
Educational Visits: TBC

We will develop our English skills through the stimuli of:

- Writing linked to Reading Spine text James and the Giant Peach (playscript, persuasive advert, newspaper article), Wolf Road by Alice Roberts, 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.

We will 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.

Developing the automaticity and fluency of number facts through Mastering Number.
Please see skills and knowledge in year group assessment grids.

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 and uses different types of scientific enquiry to answer questions.
- Sets 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 using simple scientific language, drawings, diagrams, keys, charts and tables.
- Reports findings from enquiries in different ways.
- Use results to draw simple conclusions, make prediction, suggest improvements and raise questions.
- Identifies differences, similarities or changes related to simple scientific ideas and processes.
- Uses straightforward scientific evidence to answer questions to support their findings.
- Uses appropriate scientific vocabulary in their explanations.

Electricity*:*

- 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.
- <u>Working scientifically investigation: Which rocks are permeable and impermeable?</u>
- 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.

P.E.
Physical activities and sports development in the areas below (following our progression of skills):

- Invasion Team games: passing/receiving, controlling in netball and football.
- Dance: Stone Age Dance – unison/canon – own ideas and movement phrases.
- Gymnastics: developing range of skills for balance, jumps, rolls, travel and applying to sequences.

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 Unit 3.1, Lesson 1	Using Timers Unit 3.1, Lesson 2	'if' statements Unit 4.1, Lesson 2	Coordinates Unit 4.1, Lesson 3	Code, Test and Debug – Unit 3.1, Lesson 4	Design, Code, Test and Debug Unit 4.1, Lesson 1

Please see computing skills sheets for further guidance.

R.E.
What is the Trinity and why is it important for Christians?
<u>Make sense of belief:</u>

- Recognise what a Gospel is and give examples of the kind of stories it contains – stories about the life and work of Jesus, Christmas and Easter stories.
- Offer suggestions about what baptism and the Trinity mean.

<u>Understand the impact:</u>

- Describe how Christians show their belief about God the Trinity in worship in different ways – baptism, prayer – and in the way they live.

<u>Make connections:</u>

- Make links between Bible texts studied in class and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.

Personal, Social, Health and Economic Education (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 and risks in their local environment) and to use this as an opportunity to build resilience.

Being Me In My World:	**Celebrating Difference:**
• Setting personal goals. • Self-identity and worth. • Positivity in challenges. • Rules, rights and responsibilities. • Rewards and consequences. • Responsible choices. • Seeing things from others' perspectives.	• 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

As historians we will study aspects of the Stone Age:

- Learn that the Stone Age is before we had any records or documentation.
- Learn that the Stone Age gets its name from the stone (flint) used to make weapons and tools.
- Learn that new archaeological finds often change our interpretation of what happened in the Stone Age.
- Know that developments in the New Stone Age included agriculture, housing, settlements and trade.
- Understand that changes in the Stone Age took many years to happen, and the period ended with the development of metalworking.
- Learn that Historians can find out about the past from archaeological remains at Skara Brae.

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

- Describe some advantages and disadvantages of living in hazard-prone areas, and how physical processes can cause hazards to people.
- Extract geographical data (e.g. rainfall, temperature, weather, climate/vegetation zones) from pictorial/graphical representations to present.
- Understand what a biome is and give examples of the variety of biomes and vegetation belts, using appropriate vocabulary to describe weather, climate, climate zones, biomes and vegetation belts).
- Indicate the tropical, temperate and polar climate zones on a globe or map, describe and compare the characteristics of these zones, using appropriate vocabulary, identifying some of the world's hottest, coldest, wettest and driest locations (Siberia Russia, Mojave desert USA, Meghalaya India).
- Use fieldwork to identify local deciduous tree populations in a local temperate woodland.

As linguists we will explore the French language through:

- Numbers to 31.
- Days and months incl writing the date and birthdays (Birthday song).
- Weather (incl. 'Mr Wolf's Week').
- Animals ('Brown Bear / Ours Brun' Story) Pets.
- French culture – Easter.

As artists we will explore drawing and sketchbooks:
<u>Story Telling Through Drawing</u>
Disciplines: drawing, sketchbooks
Medium: charcoal, sketching pencils, graphite, Paper
Artists: Anthony Gormley, Yinka Shonibare, Thomas J Price

- Art can tell a story through imagery.
- Draw a story using imagery from the poem the Jabberwocky.
- Use line, shape and tone using pencil, charcoal, ink or graphite.
- Consider how to use composition, sequencing, mark making and some text in my drawings.
- Use my sketchbook to make visual notes, record and reflect.
- Present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece.

As designers we will explore electrical systems (simple circuits and switches):
<u>Technical knowledge and understanding:</u>

- Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.
- Apply their understanding of computing to program and control their products.
- Know and use technical vocabulary relevant to the project.

<u>Designing:</u>

- Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.

<u>Making</u>

- Order the main stages of making.
- Select from and use tools and equipment to cut, shape, join and finish with some accuracy.
- Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.

<u>Evaluating</u>

- Investigate and analyse a range of existing battery-powered products.
- Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.

As musicians we will:

- Sing and perform rhythmically straightforward parts (minims, crotchets).
- Compose music in pairs/small groups to create a specific mood; select appropriate instruments for different sound qualities (TIMBRES)
- Identify and control different ways instruments make sounds. Combine sounds to create textures.
- Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. Listen with attention to detail.
- Express song meanings through lyrics.