

## Autumn Term 2

<b>TOPIC</b>	Stone Age to Iron Age		<b>Driver Subject(s)</b>	History	
<b>Values(s)</b>	<p>Bravery: The Stone Age lifestyle required a brave attitude for survival.</p> <p>Independence: Stone Age people had to do everything by hand rather than relying on machines, so they were independent.</p>				
<b>Learning Links</b>	<p><b>Past:</b> How people lived in the Stone Age.</p> <p><b>Present:</b> How the Stone Age, Bronze Age and Iron Age has shaped and influenced life today.</p> <p><b>Future:</b> What lessons can be learnt from the Stone Age, Bronze Age and Iron Age? Will climate change force us to consider how they lived?</p>	<b>Global Themes</b>	Citizenship Environment		
<b>Opening Wow /Immersive classroom</b>	Flag Fen Visit.	<b>End of Topic Showcase</b>	Cave Art Paintings Gallery		
<b>Trips/Visitors</b>	Portals to the Past				
<b>What do the children want to learn?</b>	<p>What was Stone Age life like? What did they eat? What did they wear?</p> <p>What were their houses like? How did they make their houses? How did they survive? Was it dangerous?</p>				
<b>English Text</b> Inc. Genre/Text Type	<b>Humanities (Geography &amp; History)</b>	<b>Creative (Art/DT/Music/Computing)</b>	<b>Science</b>	<b>RE/PSHCE/RSE</b>	<b>French</b>
<b>Fiction Unit: The Stone Age boy (Portal story)</b>	<p><b>HISTORY: Stone Age to Iron Age</b></p> <p>Skills:</p> <p>Sequence the Stone Age, Bronze Age and Iron Age using dates and terms related to them.</p> <p>Begin to use appropriate historical vocabulary to describe key features of the Stone Age.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Investigate different accounts of historical events and suggest some of the reasons why the accounts may be different.</p> <p>Begin to construct informed responses about one aspect of life or a key event during the Stone Age through selection and organisation of relevant historical information.</p> <p>Begin to gather more detail from sources such as maps to build up a clearer picture of the Stone Age</p> <p>Begin devising own questions to find answers about the Stone Age</p> <p>Begin to present, communicate and organise ideas about the Stone Age using models and drama/role play.</p> <p>Begin to present, communicate and organise ideas about the Stone Age using writing including letters, recounts, poems, adverts, diaries, posters or guides.</p>	<p><b>ART: Cave Art / Sketching</b></p> <p>Skills:</p> <p>I can use marks and lines to show texture in my art.</p> <p>I can use a range of different grades of pencil to shade and to show different tones.</p> <p>I can create different effects with pencil and charcoal.</p> <p>I can create drawings that show figures and forms in movement.</p> <p>I can begin to explore the roles and purposes of artists / craftspeople / designers working in the Stone Age.</p> <p>I can record and explore ideas from first hand observation, experience and imagination.</p> <p>I can compare my work to that of others and say what I think and feel about it.</p> <p>I can question and make observations about starting points, and respond positively to suggestions.</p> <p>I can annotate work in my sketchbook, giving a reason for my choices.</p> <p>I can begin to adapt my work according to my views.</p> <p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p><b>Knowledge:</b></p> <p>I know how to show facial expressions and body language in sketches.</p>	<p><b>Science: Animals Including Humans</b></p> <p>Knowledge:</p> <p>Know that animals need to eat because they do not make their own food as plants do.</p> <p>Understand and use the terms variable and value.</p> <p>Know that the digested food is used for energy, to help us grow and to repair the body.</p> <p>Know that different kinds of food are used for different things: protein for growth and repair, fat and carbohydrate for energy.</p> <p>Come to a conclusion about the diet of an owl as a result of their findings.</p> <p>Know that some animals have skeletons inside their bodies and others, such as insects and crustaceans, have a skeleton outside their bodies.</p> <p>Note some differences in movement between animals with a skeleton and animals without a skeleton.</p> <p>Know the main parts of the body associated with the muscular and skeletal system.</p> <p>Know that different parts of the muscular-skeletal system have different functions</p> <p>Know that muscles are attached to the skeleton and help us move.</p> <p><b>Skills:</b> Using research methods, identify the diets of a number of animals including birds</p>	<p><b>RE: Hinduism - Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</b></p> <p><b>Knowledge:</b></p> <p>Understand what Diwali is.</p> <p>Know and explain what happens during the festival of Diwali.</p> <p>Understand if the celebrations bring a sense of belonging to Hindus.</p> <p><b>Skills:</b></p> <p>Empathise with Hindus and how they feel about Diwali.</p> <p>Reflect on hoe Diwali celebrations may bring a feeling of belonging for a Hindu child.</p> <p>Reflect on own celebrations and compare with children celebrating Diwali.</p> <p><b>PSHCE:</b></p> <p>Myself &amp; My Relationships: Beginning &amp; Belonging</p> <p>Myself &amp; My Relationships: Managing Change</p>	<p><b>French: Core Unit ONE</b></p> <p>Skills: I can identify phonemes, which are the same as, or different from, English phonemes.</p> <p>I can respond appropriately to songs and rhymes, e.g. by performing a series of actions.</p> <p>I can read and pronounce the most common letters and letter strings in French.</p> <p>I can read and pronounce familiar written words accurately, using my knowledge of French phonics.</p> <p>I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me.</p> <p>I can read a simple rhyme or poem, in chorus.</p> <p>I can repeat simple words and phrases.</p> <p>I can join in with simple songs and rhymes.</p> <p>I can answer questions to give basic information using simple words and phrases.</p> <p>I can say that I don't understand, or ask for a question to be repeated.</p>

Maths, PSHCE, French and PE will run in conjunction with the National Curriculum expectations.

	<p><b>Knowledge:</b>          Know how Britain changed between the beginning of the Stone Age and the iron age          Know the main differences between the Stone, Bronze and Iron ages          Know what is meant by 'hunter-gatherers'</p> <p><b><u>GEOGRAPHY: N/A</u></b></p>	<p>I can explain how to use line, tone, shape and colour to represent figures and forms in movement.          I understand what cave paintings are and where and when they originate from.          I know how to use sketches to produce a final piece of art.          I know how to compare the work of different artists.</p> <p><b><u>DT: N/A</u></b></p> <p><b><u>MUSIC:</u></b>          Charanga: Let Your Spirit Fly          Unit: Reggae and Animals (Three Little Birds</p> <p><b><u>Purple Mash Unit 3.2 Online Safety</u></b></p> <p><b><u>PE: Dance</u></b>  <b>Knowledge:</b>          I know how to modify actions independently using different pathways, directions and shapes          I can identify similarities and differences in sequences</p> <p><b>Skills:</b>          Safely move and carry basic gym equipment such as mats and benches          Recognise 'like' actions and link them together          Perform simple gymnastic actions and shapes          Make their body tense, relaxed, stretched and curled          Create an active journey using different body parts          Value other's efforts when they perform; watch and listen</p>	<p>Classify animals as omnivores, herbivores and carnivores.          Develop a classification system for foods          Investigate an owl pellet, making notes and observations.          Classify animals as vertebrates or invertebrates.</p> <p><b>Skills:</b> Asking relevant questions and using different types of scientific enquiries to answer them.          Setting up simple practical enquiries, comparative and fair tests.          Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.          Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.          Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.          Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.          Identifying differences, similarities or changes related to simple scientific ideas and processes.          Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p><b>Skills:</b>          Be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class          Be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school          Be able to identify people at home, at school and in other contexts of their lives to include in their support networks          Know how they can access support and some ways they can help other people.</p> <p>Be able to identify some changes which have happened in their lives and those of others, and changes which may happen in the future.          Be able to explain why friendships might change and how I might cope with these changes.          Describe possible feelings linked to loss and change, and understand that these feelings can change over time.          Suggest how someone might feel and behave when someone they love dies.          Have some strategies for coping with feelings related to changes in their lives.          Know who to approach for support with changes and associated feelings and how they might approach them.          Give some examples of temporary and permanent, as well as planned and unplanned changes.          Be able to explain how sometimes change can be a positive experience and something to look forward to.</p> <p><b>Knowledge:</b>          What is my role in helping my school be a place where we can learn happily and safely?          How can we build relationships in our class and how does this benefit me?          What does it feel like to be new or to start something new?          How can I help children and adults feel welcome in school?          What helps me manage a new situation or learn something new?          Who are the different people in my network who I can ask for help?</p> <p>What changes have I and my peers already experienced and what might happen in the future?          What helps me when I'm experiencing strong emotions due to loss or change?          What strategies help me to thrive when my friendships change?</p>	<p>I can ask for help using polite language.          I can ask and answer simple questions using short sentences.          I can repeat some simple sentences from memory.          I can say simple words and phrases from memory, with accurate pronunciation, so that others can understand me.          I can prepare and recite a few familiar sentences to my teacher.          I can give a spoken response to a simple written question.          I can introduce myself, giving my name and age, using short, simple sentences.          I can use some numbers, colours and simple describing words in spoken sentences.          I can pronounce 'le'/'la' and 'un'/'une' clearly and accurately.          I can talk about myself using some common verbs in the first person singular form.          I can write short, simple responses to spoken language using familiar words.          I can give a written response to a simple written question</p>
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