Stone Age to Iron Age

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Literacy	Non Chronological Report	Non Chronological Report	Non Chronological Report	Non Chronological Report	Instructions	Instructions	Instructions
Maths (unit)	Place Value	Place Value	Place Value	Place Value	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction
Science Rocks	To compare and identify types of rock.	To group rocks based on their properties by making careful and thorough observations.	To understand the terms 'weathering' and 'erosion' and identify evidence of these processes through observations.	To explain how fossils are formed.	To explain how soil is formed and identify different types of soil.	To compare soils based on their permeability.	Assessment
History	To put events into chronological order	To find out about how hunter-gatherers lived in Stone Age Britain	To research the history of Skara Brae	To understand what Stonehenge looks like	To know how the Bronze Age was different to the Stone Age	To understand how British society changed in the Iron Age	To describe some of the features of Iron Age art
R.E. What do Christians learn from the Creation story?	To explore areas of outstanding natural beauty and consider how they came to be.	To write instructions from God to humans about how to look after the world.	To describe what God is like according to the creation story	To research examples of how christians try to take care of the world, like God wanted.	To showcase the creation story for our church service	To create artwork depicting one version of the creation story	To understand what Christians learn from the Creation story
PSHE Beginning & Belonging	Suggest ways in which our school can be a place where people learn safely and happily.	Participate in activities for building collaborative relationships in Kites Class.	Recognise emotions involved in being in a new situation.	Know how to make new people feel welcome in the classroom and in school.	Learn strategies to help in a new situation or when learning something new.	Identify support networks and how to ask for help.	Recognise when we might need help, where we can find it and have ideas about how to help others
Computing NCCE Connecting computers	Explain how digital devices function.	Identify input and output devices.	Recognise how digital devices can change the way we work.	Explain how a computer network can be used to share information.	Explore how digital devices can be connected.	Recognise the physical components of a network.	Assessment

PE - Gymnastics Patterns and Pathways	To link one balance action and one travel action into a repeatable phrase.	To create an arm pattern and incorporate it within a movement phrase	To use travel on feet actions to explore a range of pathways based on line patterns, shapes and letters.	To select a movement pattern and use it as a starting point for creating a movement phrase.	To remember and repeat a travel and balance movement phrase and develop it by covering a clear pathway and by incorporating an arm pattern.	To remember, improve and perform a travel and balance movement phrase showing a clear pathway, a movement pattern and an arm pattern.	Evaluation and Performance
PE - Outdoor Hockey	Develop accuracy and control when dribbling and passing.	Develop tackling skills.	Know when and where to pass successfully, avoiding defenders.	Control the ball when dribbling and passing towards targets.	Keep possession of the ball as part of a small team.	Pass the ball to a nominated player in the end zone.	Use the skills developed to participate in a game.
MFL History of Great Britain	Introduce pupils to the six key periods of ancient Britain (in French).	Learn how to say I am a stone age, bronze age or iron age man or woman.	Use "J'ai..." (I have...) to say which key hunting tools were used in the stone age, the bronze age and the iron age.	Consolidate facts learnt so far about stone age, bronze age and iron age men and women.	Introduce the children to the French phrase "J'habite..." (I live...) to examine the different types of dwelling most commonly used in each of these three periods of ancient Britain.	To revise all language covered so far and complete assessment for the unit.	To present information and language learnt in the unit.
Art - Cave Paintings	To create hand stencils - impressions left by blowing paint around the hand.	To use different sketching techniques to create different effects.	To improve my sketching techniques and create the appearance of texture.	To produce detailed drawings from observations and photographs - sketch prehistoric animals.	To experiment with watercolour techniques.	To create a colour wash using watercolour paints.	To create my own picture in the style of cave art.
Music	**Ukulele**						

Extended Writing opportunities	Summer Recount		Science Investigation			Fact File	Stone Age Day Visit