

Autumn 1		Autumn 2	
Unit Title: The Stone Age to the Iron Age		Unit Title: China, India and Ancient Egypt	
Entry point: Stunning Start an afternoon session with the art and craft activities inspired by the Stone Age (making felt Stone Age people and Stone Age jewellery).		Entry point: Stunning Start an afternoon session with the art and crafts activities inspired by the Asian civilisation including painting Chinese numbers and Origami folding.	
Exit point: Knowledge Quizzes, Homework Projects, and digital PP presentations prepared in ICT lessons.		Exit point: Knowledge Quizzes, Homework Projects, and digital PP presentations prepared in ICT lessons.	
Outcome: The children will learn about the changes in Britain from the Stone Age to the Iron Age. They will be able to demonstrate basic map skills.		Outcome: The children will learn about a non-European society that provides contrasts with British History and will demonstrate a good knowledge of non-fiction writing and poetry.	
<p>English: Children will learn:</p> <ul style="list-style-type: none"> Non-fiction writing – all about me Narrative writing – based on <i>The Pebble in my Pocket</i> <p>By using the above, we will achieve the following National Curriculum aims:</p> <p>Spoken Language:</p> <ul style="list-style-type: none"> Listen and respond to adults and peers – questioning and classroom discussion Gain, Maintain and monitor interest of the listeners - Presentation of ideas and information Articulate and justify answer, arguments, and opinions Comprehension and discussion of answers <p>Reading Comprehension:</p> <ul style="list-style-type: none"> exposure to a wide range of literature/ reading for a range of purposes/ using dictionaries to check meaning / identify themes. Discussing words and phrases that interest the reader. Preparing to read aloud. Asking questions to improve their understanding of a text. Discussing a wide range of fiction and non-fiction text. <p>Writing – transcription/composition/SPAG:</p> <ul style="list-style-type: none"> Sentence structure Accurate use of punctuation (including: “”, , , ? ! and paragraphs) Use of nouns and pronouns Nouns – singular/plural/word families Use of adjectives for description Use of prefixes and suffixes Use of fronted adverbials Dictionary Skills Planning/drafting/editing/proof-reading Reading aloud <p>Narrative Writing:</p> <ul style="list-style-type: none"> Write a familiar story that includes settings, characters, dialogue and, if appropriate, several events, using temporal words and phrases to indicate the chronology of events. Write a personal narrative. Create a title and an ending that are relevant to the narrative. Subject appropriate Concentration on grammar and vocabulary for clarity 		<p>English: Children will learn:</p> <ul style="list-style-type: none"> Letter- formal writing: <i>The Magic Paintbrush</i> Narrative writing – based on <i>The Firework Maker’s Daughter</i> Poetry Writing – learning the form of a Haiku <p>By using the above, we will achieve the following National Curriculum aims:</p> <p>Spoken Language:</p> <ul style="list-style-type: none"> Listen and respond to adults and peers – questioning and classroom discussion Gain, Maintain and monitor interest of the listeners - Presentation of ideas and information Articulate and justify answer, arguments, and opinions Comprehension and discussion of answers <p>Reading Comprehension:</p> <ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry and plays. Reading for a range of purposes. Use dictionaries to check meaning Increasing familiarity with a wide range of books including myths and legends. Identifying themes and conventions. Preparing play scripts to read aloud and perform Identifying how language, structure and presentation contribute to meaning. <p>Writing – transcription/composition/SPAG</p> <ul style="list-style-type: none"> Accurate use of punctuation (including: “”, , , ? ! and paragraphs) Homophones Write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far. Conjunctions Use of prefixes and suffixes Contraction apostrophes Dictionary Skills Sentence structure Planning/drafting/editing/proof-reading Reading aloud <p>Narrative Writing</p> <ul style="list-style-type: none"> Write a familiar story that includes settings, characters, dialogue and, if appropriate, 	
<p>Key Texts: The Pebble in my Pocket The Twits (GD) Revolting Rhymes (GD)</p>		<p>Key Texts: The Magic Paintbrush The Firework Maker’s Daughter Haiku Selection The Beast in the Jar (GD)</p>	
<p>UNCRC Article(s):</p> <p>Article 2: All children have these rights. No child should be treated unfairly.</p> <p>Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.</p> <p>Article 4: The government has a responsibility to make sure your rights are protected.</p> <p>Article 5: Your family has the responsibility to help you learn to exercise your rights; and to ensure that your rights are protected.</p> <p>Article 6: Every child has a right to life. Governments must do all they can to make sure that children survive and develop their full potential.</p> <p>Article 7: Every child has a right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.</p> <p>Article 9: Children must not be separated from their parents unless it is in their best interests. Children whose parents have separated have the right to stay in contact with both parents</p>		<p>UNCRC Article(s):</p> <p>Article 11: You have the right to be protected from kidnapping.</p> <p>Article 12: You have the right to give your opinion, and for adults to listen and to take it seriously.</p> <p>Article 13: You have the right to find out things and share what you think with others, by talking, drawing, and writing or in any other way unless it harms or offends other people.</p> <p>Article 14: You have the right to choose your own religion and your own beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 15: You have the right to choose your own friends and join others or set up groups, as long as it isn’t harmful to others.</p> <p>Article 16: You have the right to privacy.</p> <p>Article 17: You have the right to get information that is important to your well-being. Adults should make sure that the</p>	

<p>Spellings:</p> <ul style="list-style-type: none"> • Contractions • Homophones and near homophones • Common exception words. 	<p>unless this might hurt the child.</p>	<p>several events, using temporal words and phrases to indicate the chronology of events.</p> <ul style="list-style-type: none"> • Write a personal narrative. • Create a title and an ending that are relevant to the narrative. 	<p>information you are getting is not harmful, and help you find and understand the information you need.</p>
<p>Sayings:</p> <ul style="list-style-type: none"> • Better late than never <p>Maths: Number bonds, Place Value, Addition and Subtraction: Week 1: Number and Place Value – numbers to 1000 Week 2: Number and Place Value – numbers to 1000 Week 3: Simple addition Week 4: Addition with renaming Week 5: Simple subtraction Week 6: Subtraction with renaming Week 7: Addition and subtraction using models</p>	<p>P4C Stimuli:</p> <p>Week 1 – 2: Is being nervous good for us.</p> <p>Week 3 – 4: Do children have the same rights as adults (introduction to UNICEF Articles)</p> <p>Week 5 – 6: Why should we learn about other cultures?</p> <p>Week 7: Resilience.</p>	<p>Poetry Writing:</p> <ul style="list-style-type: none"> • Writing for a range of purposes • Considering audience • Subject appropriate • Concentration on grammar and vocabulary for clarity • Discuss writing similar to that which they are planning to write. • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure. • Simple organisational devices • Propose changes to grammar and vocabulary to improve consistency. • Read aloud their own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear. 	<p>P4C Stimuli:</p> <p>Week 1 – 2: How can we help children who are struggling?</p> <p>Week 3 – 4: Who should listen to you?</p> <p>Week 5 – 6: What is religion?</p> <p>Week 7: Perseverance</p> <p>Week 8: Who should look after the planet?</p>
<p>History & Geography: Meeting the below National Curriculum aims: Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history and geography, establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>History: Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • Mesolithic Hunter Gatherers • Life in Neolithic Britain • The Bronze Age • Stonehenge • The Iron Age <p>Geography: Spatial Sense</p> <ul style="list-style-type: none"> • Maps, compasses, and symbols • Four and Six Figure Grid References • Fieldwork - The Local Area 	<p>Key Questions:</p> <ol style="list-style-type: none"> 1. What life was like in the Old and Middle Stone Age? 2. How was life the same/ different during the Mesolithic and Neolithic eras? 3. How were maps used a long time ago? How do we use them today? 4. Who might find a compass a useful tool? 5. Which symbols would be useful on a map of our local area? 6. How is our local area different to Skara Brae? How is it similar? 7. How do Hindus believe in one God and many gods at the same time? 8. What are the Ramayana and Rig Veda to a Hindu? 9. What are the main Hindus believes? 10. How can you keep yourself safe when using technology? 	<p>Spellings:</p> <ul style="list-style-type: none"> • Suffixes: -tion and -ment • Y3 – common exception words • Spelling Bee <p>Sayings:</p> <ul style="list-style-type: none"> • It's no use crying over spilt milk • Getting cold feet <p>Maths: Multiplication and Division:</p> <ul style="list-style-type: none"> • Multiplying by 3, 4 and 8 • Dividing by 3, 4, 8 • Solve word problems, involving multiplication and division. • Solve word problems, involving multiplication and division using the bar models. • Solve word problems, including missing number problems, involving multiplication and division. • Multiplying 2-digit numbers. • Multiplying and regrouping. • Simple Dividing. • Dividing with regrouping. • Solving Word Problems involving division. 	<p>Key Questions:</p> <ol style="list-style-type: none"> 1. What are the main Christian believes? 2. Where do Christians worship? 3. What Christians celebrate on Christmas? 4. On what continent China and India are located? 5. What separates China and India? 6. Can you name the great rivers of China? 7. Why was Great Wall built in China? 8. What are the origins of India? 9. How could you describe India? 10. How is it the same and how is different to Great Britain?

<ul style="list-style-type: none"> • A contrasting locality - Skara Brae (Human Geography) • A contrasting locality Skara Brae (Physical Geography) <p>Computing: Learning Basic Computing Skills. Understanding Digital Safety.</p> <ul style="list-style-type: none"> • Use technology safely, respectfully, and responsibly. • Recognise acceptable / unacceptable behaviour. • Identify a range of ways to report concerns about content and contact. <p>Science: Meeting the below National Curriculum aims:</p> <ul style="list-style-type: none"> • To work scientifically. • To compare and group together different kinds of rocks based on their appearance and simple physical properties. • To describe in simple terms how fossils are formed when things that have lived are trapped within rock. • To recognise that soils are made from rocks and organic matter. <p>Chemistry: Rocks and Fossils</p> <ul style="list-style-type: none"> • Sorting rocks • How Rocks are Formed • Permeability • Fossils • Soil <p>Art/D&T: Line Meeting the below National Curriculum aims:</p> <ul style="list-style-type: none"> • Produce creative work • Become proficient in design techniques • Analyse creative works • Know about great artists and understand the development of art. • Artists: Klee, Leonardo Picasso, Rembrandt, Van Gogh, Moore, Hokusai • Concepts: Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines. • Skills: continuous line drawing, line weight, drawing contour lines. • Techniques: Drawing and printing <p>R.E: Hinduism Using the Cycle of Enquiry: communicate, apply, enquire, contextualise, and evaluate</p> <p>Meeting the below National Curriculum aims:</p> <ul style="list-style-type: none"> • Know about a range of religions and world views. • Express ideas and insights about the nature, significance, and impact of religions. • Gain and deploy the skills needed to engage seriously with religions and world views. 	<p>Connecting with a school in Scotland.</p> <p>Linking science learning to future jobs and industry.</p> <p>Webinars</p> <p>Parents (limited due to current health and safety guidelines) if possible, parents will be able to attend class assemblies or/and work may be shared via Seesaw.</p>	<p>History& Geography:</p> <p>History: Ancient Egypt</p> <ul style="list-style-type: none"> • Locating Egypt and the River Nile • Life in Ancient Egypt • Religion and the Afterlife • Tutankhamun and Howard Carter • Hieroglyphics <p>Geography: China and India</p> <ul style="list-style-type: none"> • Locating India and China. • Human and Physical Geography of India • Rivers of India. • Human and Physical Geography of China • The Great Wall of China <p>Computing: Connecting Computers</p> <ul style="list-style-type: none"> • To explain how digital devices function • To identify input and output devices • To recognise how digital devices can change the way we work • To explain how a computer network can be used to share information • To explore how digital devices can be connected • To recognise the physical components of a network <p>Science: Meeting the below National Curriculum aims:</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leave and flowers. • Explore the requirements of plants for life and growth and how they vary from plant to plant. • Introduced to the relationship between structure and function. • Different stages of life cycle – to continue into spring – Cycles in Nature <p>Biology: Plants</p> <ul style="list-style-type: none"> • The Four Seasons • Seasonal Cycles in Plants • Life Cycle of a Plant • Animal Migration • Life Cycle of a Frog <p>Art/D&T: Still Life and Form Meeting the below National Curriculum aims:</p> <ul style="list-style-type: none"> • Produce creative work • Become proficient in design techniques • Analyse creative works • Know about great artists and understand the development of art. • Artists: Warhol, Morandi, Stubbs, Cezanne, Moser • Concepts: What is a still life, still life throughout history, using tone to create form, highlight, shade/shadow, cast shadow, mid-tone, using colour to create form • Skills: Pencil techniques to show form and tone, cross-hatching, 	<p>Community/International Involvement:</p> <p>Connect with school in China or India.</p> <p>Webinars.</p> <p>Links with schools in Oman, Singapore, Bahrain and New Zealand.</p> <p>Community artist invited.</p> <p>Programmer/Coder to talk to children about future jobs.</p> <p>Parents (limited due to current health and safety guidelines) if possible, parents will be able to attend class assemblies or/and work may be shared via Seesaw.</p>
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PE: Football and Dance

- One outdoor session with Chelsea Football Club – football.
- One indoor session – dance.

MFL: French – Getting to know you

- *Listen attentively to spoken language and show understanding by joining in and responding*
- *Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.*
- *Engage in conversations*
- *Develop accurate pronunciation and intonation.*
- *Appreciate stories, songs, poems and rhymes.*

Music: Rhythm and Pulse, Musical notes, Beats and Rhythms, Music patterns, Notation, Different genres of music.

National Curriculum Aims:

- *To know what beat, rhythm and patterns in music are.*
- *To know and understand notation.*
- *To learn different music genres*
- *Listen with attention and detail and recall sounds with*

drawing still life – what you see, layering oil pastels

- Techniques: Drawing

R.E. Christianity – The Nativity Story

Using the *Cycle of Enquiry*: communicate, apply, enquire, contextualise, and evaluate

- *Know about a range of religions and world views.*
- *Express ideas and insights about the nature, significance, and impact of religions.*
- *Gain and deploy the skills needed to engage seriously with religions and world views.*

PE: Tag Rugby and Gymnastics

- One outdoor session with Chelsea Football Club – tag rugby.
- One indoor session – shape and balance / gymnastics.

National Curriculum Aims:

- *Develop competence to excel in a broad range of physical activities*
- *Lead healthy active lives*
- *Be physically active for sustained periods of time.*
- *Develop flexibility, strength, technique, control and balance.*

MFL: French – All About Me

- *Listen attentively to spoken language and show understanding by joining in and responding*
- *Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.*
- *Engage in conversations*
- *Develop accurate pronunciation and intonation.*
- *Appreciate stories, songs, poems, and rhymes.*

Music: Musical notes, Beats and Rhythms, Music patterns, Notation, Different genres of music.

National Curriculum Aims:

- *To understand musical notes.*
- *To know what beat, rhythm and patterns in music are.*
- *To know and understand notation.*
- *To learn different music genres*
- *Listen with attention and detail and recall sounds with increasing aural memory.*