

Science: Working Scientifically

- Lesson 1: Generating scientific questions
- Lesson 2: Improving scientific questions and choosing an investigation
- Lesson 3: Planning a scientific enquiry
- Lesson 4: Measuring and recording results
- Lesson 5: Reviewing and presenting data
- Lesson 6: Evaluating investigation and asking more questions

Religious Education:

- Lesson 1:** To discuss what happens when we are poorly.
- Lesson 2:** To listen to and discuss and the story of 'The Blind Man'.
- Lesson 3:** To retell 'The Paralysed Man' story from the Bible and consider whether the events were a miracle.
- Lesson 4:** To question whether Jesus performed miracles.
- Lesson 5:** To express what a miracle would look like through art.

Outdoor learning and Forest School:

- Lesson 1:** Searching for Stone Age artefacts.
- Lesson 2:** Stone Age Cave Art, making own paint.
- Lesson 3:** Making Wattle and Daub
- Lesson 4:** Make a floor plan of a dwelling (like Skara Brae) and make a shelter
- Lesson 5:** Making fire using sticks or flint, making tools.

PE – Gymnastics (Indoor)

- Week 1 — Shapes
To practice what our bodies can do.
- Week 2 — Balance
To practice using our core to balance.
- Week 3 — Travel
To practice how we can travel in a variety of ways.
- Week 4 – Roll
To practice different ways in which our body can perform a roll.
- Week 5 – Sequence
To practice how we combine our gymnastics skills to create a sequence.
- Week 6— Performance
To be able to apply the learning undertaken within a performance

PE - Dodgeball (Indoor)

- Week 1 — Rules
To Practice the rules of dodgeball.
- Week 2 —Throwing
To Practice the different types of throws used in dodgeball.
- Week 3 — Catching
To Practice how to catch within a dodgeball game.
- Week 4 – Dodging
To Practice how to dodge.
- Week 5 — Attacking
To Practice how to attack as a team.
- Week 6 — Defending and Tournament
To Practice how to defend as an individual and as a team.
- To be able to play a dodgeball in an inter-school competition.

Languages—French

- Les formes (10 shapes and numbers 1-5)
- Lesson 1: To learn how to recognise, recall and remember 5 different shapes with their indefinite article/determiner in the foreign language.
 - Lesson 2: To learn how to recognise, recall and remember a further 5 different shapes with their indefinite article/determiner in the foreign language.
 - Lesson 3: To consolidate all 10 shapes in the foreign language with a particular focus on the article/determiner.
 - Lesson 4: To further consolidate all 10 shapes from the unit whilst revising and consolidating numbers 1-5 in the foreign language.
 - Lesson 5: To consolidate numbers and shapes in the foreign language.
 - Lesson 6: To revise and consolidate all language covered in the unit and complete the end of unit assessment.

PSHE: Careers and goals

- Lesson 1: To explore a range of jobs and careers and understand why people choose different types of work.
- Lesson 2: To understand the different skills people need for work and why certain skills are important in the workplace.
- Lesson 3: To recognise skills and interests we want to develop and understand how SMART targets help us achieve our goals.
- Lesson 4: To explore different career routes and understand how they can influence future choices.
- Lesson 5: To understand what gender stereotypes are and how they can affect people's career choices and aspirations.

Experiences and Educational Visits:

Stone Age day

Engagement lesson: A Stone Age artefact museum

Safety Curriculum

Gaming - online 'friends'
LO: To understand how to stay safe when gaming online (stranger danger)

History

- Lesson 1:** To know about the Stone Age, Bronze Age and Iron Age and plot them on a timeline.
- Lesson 2:** To understand how Stone Age people lived by analysing cave art and the survival of hunter gatherers.
- Lesson 3:** To know what changes the Bronze Age brought to early people.
- Lesson 4:** To know how the Iron Age developed from the Bronze Age
- Lesson 5:** To compare and contrast the Stone Age and Iron Age.
- Lesson 6:** (Enquiry) Of all the changes from the Stone Age to the Iron Age, which was the most significant and why?

Design Technology

- Lesson 1:** To explore what weaving is and the different types of weaving techniques/ styles.
- Lesson 2:** To understand what weaving is and practise weaving with paper.
- Lesson 3:** To practise running stitch along a straight line.
- Lesson 4:** To create a plan for a woven blanket.
- Lesson 5:** To assemble my loom and to create a woven piece of blanket, stitched at the edges.
- Lesson 6:** To evaluate my blanket and reflect on whether it meets set criteria.

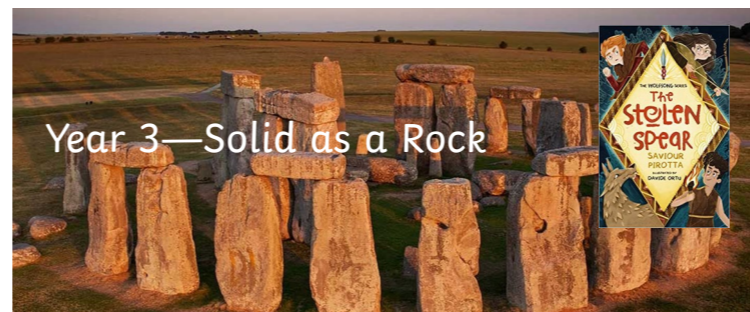
Mathematics

Music: I have been to the Harlem.

| Lesson 1 | Lesson 2 | Lesson 3 |
|---|---|--|
| <p>Arithmetic: add numbers with up to three digits, using formal written methods of columnar addition</p> <p>Place Value To recognise the place value of each digit in a three-digit number (hundreds, tens, ones). To identify, represent and estimate numbers using different representations. (number line) To compare and order numbers up to 1000. (numbers and words)</p> <p><i>Maths Link: History: Timelines.</i></p> | <p>Arithmetic: subtract numbers with up to three digits, using formal written methods of columnar subtraction</p> <p>Place Value Finding 10 or 100 more or less than a given number.</p> | <p>Arithmetic: 8 times table – multiplication and division facts</p> <p>Addition and Subtraction To add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds.</p> |
| Lesson 4 | Lesson 5 | Lesson 6 |
| <p>Arithmetic: find 10 or 100 more or less than a given number</p> <p>Addition and Subtraction To add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction. To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> | <p>Arithmetic: Add and subtract a three-digit number and ones</p> <p>Multiplication To recall and use multiplication and division facts for the 4 and 8 multiplication tables. To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods</p> | <p>Arithmetic: 4 and 8 times tables</p> <p>Multiplication Written method – grid method for multiplication</p> |

Other Texts: Stone Age Boy, Stig of the dump, How to Live Like a Stone Age Hunter, What do you want to find out? Stone Age, Ug Boy Genius of the Stone Age, Why were mammoths woolly? Stone Age Bone Age.

Reading



| Lesson 1 | Lesson 2 | Lesson 3 |
|---|--|--|
| P | V | E |
| <p>R4W: <i>Stolen Spear</i></p> <p>Ongoing: <i>The Stolen Spear by Saviour Pirotta</i></p> <p>LO: <i>To be able to predict what will happen in stories using the blurb.</i></p> | <p>R4W: <i>Character wanted posters - Jolly Postmen</i></p> <p>Ongoing: <i>The Stolen Spear by Saviour Pirotta</i></p> <p>LO: <i>To retrieve and record information from fiction texts</i></p> | <p>R4W: <i>Settings descriptions—Stone Age Boy</i></p> <p>Ongoing: <i>The Stolen Spear by Saviour Pirotta</i></p> <p>LO: <i>To explain how structure and layout contribute to meaning.</i></p> |
| Lesson 4 | Lesson 5 | Lesson 6 |
| R | I | S |
| <p>R4W: <i>How to Live like a Stone Age Hunter by Anita Ganeri</i></p> <p>Ongoing: <i>The Stolen Spear by Saviour Pirotta</i></p> <p>LO: <i>To retrieve and record key information from the text.</i></p> | <p>R4W: Instructional texts</p> <p>Ongoing: <i>Stone Age Boy by Satoshi Kitamura</i></p> <p>LO: <i>To make and justify inferences using evidence from the text.</i></p> | <p>R4W: Variety of persuasive adverts</p> <p>Ongoing: <i>Stone Age Boy by Satoshi Kitamura</i></p> <p>LO: <i>To summarise the main ideas in a chapter from reading a number of paragraphs.</i></p> |

Writing

| Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
|---|--|--|--|--|---|
| <p>Writing Focus:</p> <p>Character description—sentence stacking/punctuating simple sentences.</p> | <p>Writing Focus:</p> <p>Setting Description</p> <p>To use my five senses to write a setting description.</p> | <p>Writing Focus:</p> <p>Setting Description</p> <p>To use my five senses to write a setting description.</p> | <p>Writing Focus:</p> <p>Non Fiction</p> <p>To write their own fact cards for the artefacts</p> | <p>Writing Focus:</p> <p>Instructions</p> <p>To write instructions about how to make a camp fire.</p> | <p>Writing Focus:</p> <p>Savage Stone Age</p> <p>To write a persuasive advert</p> |
| <p>SPAG Focus:</p> <p>Sentence level—capital letters, fingers spaces, full stops, !, ?</p> | <p>SPAG Focus:</p> <p>Expanded Noun Phrases</p> | <p>SPAG Focus:</p> <p>Prepositions as fronted adverbials.</p> | <p>SPAG Focus:</p> <p>Past Tense (example: hunted, gathered, built)</p> | <p>SPAG Focus:</p> <p>Imperative verbs</p> | <p>SPAG Focus:</p> <p>Persuasive language</p> |
| <p>Spelling Focus</p> <p>Topic</p> <p>Words</p> | <p>Spelling Focus</p> <p>Contractions – the apostrophe shows where the missing letter/s would be</p> <p>Spelling rule</p> <p>25</p> | <p>Spelling Focus</p> <p>Possessive</p> <p>Apostrophe (s) singular</p> <p>Spelling rule</p> <p>26</p> | <p>Spelling Focus</p> <p>Words with the spelling 'a'</p> <p>Pronounced/ o/,after w and qu</p> <p>Spelling rule 20</p> | <p>Spelling Focus</p> <p>Words ending in _tion</p> <p>Spelling rule 27</p> | <p>Spelling Focus</p> <p>These words are homophones or near homophones</p> <p>Spelling rule 28</p> |