

Through the Ages

Hook: Cave painting + artefacts from libraries box

Class Novel:
Stone Age Boy, Satoshi Kitamura

Science: States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

History

- To know that the earliest settlers were hunter gatherers and lived in caves.
- To make deductions about lifestyle of Stone Age man from images.
- To explain the impact of farming and locate the introduction of it on a simple timeline.
- To describe the discovery of Skara Brae and how it changed our view of early communities.
- To make deductions about way of life by studying evidence of buildings left behind.
- To explore how, where, when and why Stonehenge was built.
- To explore, describe and explain the characteristics of an Iron Age hill fort community drawing inferences from archaeological finds.

RE – Is a Holy Journey Necessary for Believers?

- Describe the importance of pilgrimage to Christians or Hindus
- List four similarities between various places of pilgrimage
- Suggest reasons why people go on pilgrimage
- Suggest ways in which pilgrimages and holidays are different and which they think is more valuable
- Answer the question about whether pilgrimage is necessary, referring to both religions covered

SCARF – Keeping Safe

- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;
- Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk
- Define what is meant by the word 'dare';
- Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares.
- Describe stages of identifying and managing risk;
- Suggest people they can ask for help in managing risk.
- Understand that we can be influenced both positively and negatively;
- Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
- Identify images that are safe/unsafe to share online;
- Know and explain strategies for safe online sharing;
- Understand and explain the implications of sharing images online without consent
- Understand that medicines are drugs;
- Explain safety issues for medicine use;
- Suggest alternatives to taking a medicine when unwell;
- Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines)

DT –

- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand and begin to use of range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

French – Unit J My Town

- Understand simple directions when prompted with images or gestures.
- Say and write something about where they live, with help.
- Understand simple prices when given visual prompts.
- Read along with a story as it is read out in class.
- Play French word games, including forming simple sentences with verbal prompts.

Computing –

- Use sequence, selection and repetition in programmes.
- Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content.

Music – Stop!

- Identify structure, instruments and voices of Grime songs + other genres.
- Copy back, play and invent rhythmic and melodic patterns.
- Sing and rap in unison.
- Compose own rapped lyrics on topic of bullying
- Know the difference between pulse and rhythm.

DEAR – Reading aloud –

- Clog, Pippa Goodheart
- Ug, Boy Genius! Raymond Briggs



PE – Swimming and Tennis

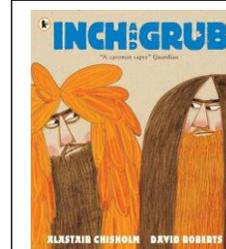
- To develop water confidence.
- To begin floating on front and back.
- To begin moving forward on front.

- Introduce how to win a game of tennis – where and why we throw the ball on the court.
- To begin to create space to win a shot.
- To know different ways to win a point.
- To consolidate learning through mini tournaments.
- To learn how to hold a racket safely and begin to control the ball when playing a shot.
- Begin to use a forehand shot and know when and where to play in a mini game.
-

Geography

- Describe and understand Key aspects of human geography including types of settlement and land use.
- Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.

Mrs Dipple's book recommendation for this half term –



Two cavemen desire the best of everything! But will their competitive games make them happy in the end? Inch and Grub are two exquisitely hairy and competitive cavemen. Grub's cave is bigger, and he says that makes him the best. So Inch adds a water feature to his cave. But Grub has made fire! So Inch makes a chair. And a house. And a car. Grub, meanwhile, has accumulated a castle and a train and a radio! And so the contest spirals and spirals to ever ridiculous heights until they each have a HUGE wobbling mountain of stuff!