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| <p>English</p> <p>Adventure Stories/Descriptions</p> <p>Stone Age boy</p> <p>Instructions</p> <p>How to wash a woolly mammoth</p> <p>Poetry</p> <p>Autumn is here</p>   | <p>Maths - Hodder</p> <p>Number and place value</p> <p>Addition and subtraction</p> <p>Multiplication and division</p> <p>Fractions Measures</p> <p>Properties of shape</p> <p>Position and direction</p> <p>Statistics</p>  | <p>Science</p> <p>Working Scientifically</p> <p>Masking relevant questions and using different types of scientific enquiries to answer them. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers, 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>Rocks</p> <p>Children will explore the characteristics of rocks and learn their names. They will carry out simple experiments and use chocolate to model how rocks are made. They will explore the composition of soil and discuss about how soil is made. They will learn about the formation of fossils and make their own model versions. They will look at dinosaur fossils and try to come to some conclusions about the living dinosaurs the fossils came from.</p> | <p>Geography - Collins</p> <p>How and why is my local area changing?</p> <p>The concept of change can be developed and illustrated through the familiar surroundings of the pupil's school and grounds and its immediate local area. It is important to establish and build an understanding amongst the pupils of changes that occur in environments as a consequence of natural events (quite often natural disasters of one kind or another) over which people have little or no control, and changes that people choose to make as a means of improving the quality of life. Similarly, spatial changes over time to the settlement in which the school is situated can be investigated through digital mapping programmes, fieldwork observation and recording using baseline maps at a variety of scales. This enquiry enables pupils to reflect upon the contribution that remote sensing technology used by satellites can make to understanding larger scale environmental change at a global level.</p> | <p>History - Collins</p> <p>The children should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p>How did the lives of ancient Britons change during the Stone Age?</p> <p>How do people often imagine the Stone Age to be like? What clues help archaeologists reconstruct how people might have lived in Stone Age Britain? Why did Stone Age Britons spend most of their time living in camps rather than in caves? How were people living in Britain at the end of the Stone Age compared with the beginning?</p> <p>What is the secret of the standing stones?</p> <p>Why did the Stone Age come to an end about six thousand years ago? Why do people build monuments?</p> <p>How do artefacts help us understand the lives of people in Iron Age Britain?</p> <p>How can we recognise Iron Age hill forts today? What might hill forts looked like when they were first built? Why have so many wonderful Iron Age artefacts been found under water?</p> |
| <p>Art</p> <p>Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models. Build a textured relief tile. Join clay adequately and work reasonably and independently. Construct a simple clay base for extending and modelling other shapes.</p> <p>Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.</p> <p>The children will learn how prehistoric man made art and try to reflect this style in their work. They will be introduced to cave art and discuss the purpose of such drawings. They will experiment with colours found in the natural world</p>  | <p>Design and Technology</p> <p>Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate investigate and analyse a range of existing products Evaluate their own ideas and products against their own design criteria and consider the ideas of others to improve their work</p> <p>Design, make and evaluate our own Stone Age shelter focusing on developing a stable structure.</p> | <p>STONE AGE TO IRON AGE</p>  | <p>PHSE - Jigsaw</p> <p>Being my in my world</p> <p>Hopes and fears, rights and responsibilities, rewards and consequences, our learning charter and owning our learning charter.</p> <p>Getting to know each other, our nightmare school, our dream school, rewards and consequences, our learning charter and owning our learning charter.</p> <p>Celebrating difference</p> <p>Boys and girls, why does bullying happen, standing up for myself and others making a new friend and celebrating differences and still being friends</p> <p>Families, family conflict, witness and feelings, solutions, words that harm and celebrating differences, compliments.</p>  | <p>Religious Education</p> <p>Shropshire Agreed Syllabus</p> <p>The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and way of living.</p> <p>Looking at other faiths</p> <p>i.e Who is a Muslim and how do they live?</p>   |
| <p>Information Technology -</p> <p>Understand computer networks, including the internet; how they can provide multiple services.</p> <p>Use technology safely, respectfully and responsibly .</p> <p>Understand some features of internet protocols</p> <p>The use of IT in our world.</p> <p>First steps in using a Laptop to support learning</p> | <p>Physical Education</p>  <p>The children will develop and apply a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Netball</p> <p>OAA</p> <p>Fitness</p> <p>Golf</p> | <p>Music - Music Express</p> <p>The children will use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Ourselves-exploring sounds</p> <p>Toys-beat</p> <p>Our hand-exploring sounds</p> <p>Our bodies-beat</p>  | <p>French-Language Angels/Oak Academy</p> <p>The children will have the opportunity to understand and respond to written and spoken language from a variety of authentic sources. They will have the opportunity to speak with increasing confidence, through discussion and asking questions. They will have the opportunity to use and write simple words/sentences using an increasing vocabulary.</p> <p>Greetings</p> <p>In this unit the children will learn to say hello- informally and formally</p> <p>Say their name</p> <p>Ask how someone is feeling and give a reply</p> <p>Say goodbye and see you soon (phonics stage 1)</p>  | |