



YEAR A - AUTUMN 1
Key Stage: Lower Juniors
Topic: Stone Age to Iron Age

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English	Maths	
	Year 3	Year 4
<p><u>Stone Age Boy</u></p> <p>Children to write a portal story using Stone Age Boy and Stig of the Dump.</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> ● In narratives, create settings ● Use fronted adverbials ● Use expanded noun phrases <p><u>You Wouldn't Want to be a Mammoth Hunter</u></p> <p>Children to write an information text from a mammoth hunter's perspective.</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> ● Organise paragraphs around a theme ● Begin to use cohesive devices ● Use subordinating conjunction 'because' ● Use question marks, exclamation marks, capital letters and full stops <p><u>Dear March</u></p> <p>Children to write their own poem about the seasons.</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> ● I can build character through description ● I can use figurative language 	<p><u>Place value</u></p> <ul style="list-style-type: none"> ● Count from 0 in multiples of 50 and 100. ● Find 10 or 100 more or less than a given number ● Recognise the place value of each digit in a 3-digit number ● Compare and order numbers to 1,000 ● Identify, represent and estimate numbers using different representations ● Read and write numbers up to 1,000 in numerals and in words ● Solve number problems and practical problems involving these ideas <p><u>Addition/Subtraction</u></p> <ul style="list-style-type: none"> ● Add numbers mentally including: <ul style="list-style-type: none"> ○ a three-digit number and 1s ○ a three-digit number and 10s ○ a three-digit number and 100s ● Add numbers with up to 3 digits using formal written methods of columnar addition and subtraction ● Estimate the answer to a calculation ● Solve problems, including missing number problems using number facts, place value and more complex addition and subtraction. 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> ● Count in multiples of 25 and 1,000 ● Find 1,000 more or less than a given number ● Count backwards through 0 to include negative numbers ● Recognise the place value of each digit in a four-digit number ● Order and compare numbers beyond 1,000 ● Identify, represent and estimate numbers using different representations ● Round any number to the nearest 10, 100 and 1,000 ● Solve place value number problems ● Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of 0 and place value <p><u>Addition/Subtraction</u></p> <ul style="list-style-type: none"> ● Add numbers with up to 4 digits using the formal written method of columnar addition where appropriate ● Solve addition and subtraction two-step problems in contexts deciding which operations and methods to use and why.

	Computing	History	Geography
Description	The children will learn how to use their emails and Google drive	Children learn about differences between Stone Age and Iron Age with a focus on hunter gatherers to farmers, hill forts and culture.	
NC Objectives	<ul style="list-style-type: none"> • Understand computer networks, including the internet, how they can provide multiple services, such as the world wide web and the opportunities they offer for communication and collaboration. • Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content • Select, use and combine a variety of software • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • Understanding of AD/BC 	
Substantive Knowledge	<ul style="list-style-type: none"> • I understand that a username and password is required to log into my laptop. • I understand how to use the typing cursor (I) to start typing. • I understand that the 'flashing line' is required to begin typing. • I understand that I can use the 9 dots to access different apps in the G-suite. • I understand how to access my school email account and send an email. 	<ul style="list-style-type: none"> • To know when the Stone Age, Bronze Age and Iron Age were • To describe what Stone Age homes looked like and how these changed throughout the Stone Age • To locate Skara Brae and know why it was important during this period. • To know what Stone Age tools were made out of and what they were used for. • To be able to explain what an Iron Age hillfort is and how they were built. • To explain where Stonehenge is and some of its key features. 	
Disciplinary Skills	<ul style="list-style-type: none"> • - I will be able to access my email, create a draft and send this to a friend. • I will understand that once an email is sent, there is no way to get this back and what to do if someone says something unkind to you. 	<ul style="list-style-type: none"> • Chronology - uses and understands phrases such as 'over 4,000 years ago' and 'BC/AD' or 'BCE/CE'; begins to understand historical periods overlap each other and vary in length.; use precise chronological vocabulary • Characteristics features - can describe main features associated with the period/civilisation studied, mostly using period specific language; can explain that not everyone in the past lived in the same way; consistently uses period specific language in explanations. • Continuity and Change - can describe and give examples of a range of changes at particular points in history while some things remained the same • Cause and consequence - can describe different types of causes seeing that events happen for different reasons • Historical interpretation - understand that if we find new evidence we have to rewrite the past. 	
Vocabulary	Attachment, BCC (blind carbon copy), Cc (carbon copy), compose, email, email account, email address, inbox, link, password, responsible digital citizen.	Prehistoric, archaeologist, hunter gatherer, flint, wattle and daub, hillfort, Stone Age, Bronze Age, Iron Age, mesolithic, neolithic, palaeolithic	
Assessment	I will have an email thread that has been sent to a friend using BCC and CC.	End of Unit Workout: How was the Stone Age different to today?	

	Art	DT	Science
Description	Children will learn about Cave Paintings and in particular Lascaux Caves. They will create their own modern day cave painting using chalk pastels.		Children will learn about the different states of matter (solids, liquids and gases) and how some materials change state when heated or cooled. .
NC Objectives	<ul style="list-style-type: none"> ● To create sketch books to record their observations and use them to review and revisit ideas ● To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ● About great artists, architects and designers in history. 		<ul style="list-style-type: none"> ● To compare and group materials together according to whether they are solids, liquids or gases ● To 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 (°C) ● Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Substantive Knowledge	<p>Theoretical</p> <ul style="list-style-type: none"> ● To know what cave paintings are and some places around the world they can be seen. ● To find out about the history of Lascaux caves. ● To find out what was usually represented in cave paintings and what was used to create them. <p>Practical</p> <ul style="list-style-type: none"> ● Observational drawings of cave paintings. ● Develop control and use of materials to make marks and lines with soft pastels. ● Experiment with different soft pastel techniques e.g. blending, feathering, cross hatching ● To explore tone and value. ● To explore earth colours. ● To apply these skills to create their own modern day cave painting. 		<ul style="list-style-type: none"> ● To compare and group materials together according to whether they are solids, liquids or gases. ● To 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. ● To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Disciplinary Skills	<p>Disciplinary Knowledge</p> <p>Let's Think Art</p> <p>Can art teach us about History?</p>		<ul style="list-style-type: none"> ● To ask relevant questions and use different types of scientific enquiries to answer them - can states of matter change? ● To set up simple practical enquiries, comparative and fair tests - to explore the effect of temperature on substances ● To make systematic and careful observations and, take accurate measurements using standard units, use a thermometer to measure temperature ● To gather, record and classify data grouping them into solids, liquids and gases. ● To record findings using simple scientific language, drawings and labelled diagrams to show solids, liquids and gases) and to use bar charts and tables to show how long it takes an ice cube to melt. ● To report on findings from enquiries, including oral and written explanations and results table. ● To use results to draw simple conclusions from data gathered.
Vocabulary	Colour, line, shape, texture, value, charcoal, chalk pastel, earth tones, proportion.		Solid, solidify, ice, melt, freeze, liquid, evaporate, condense, gas, changing state, heated, heat, cooled, cool, degrees Celsius (°C), thermometer, water cycle, evaporation, condensation, temperature, melting, melting point, water, water vapour
Assessment	<ul style="list-style-type: none"> ● To be able to say what cave paintings are and name the Lascaux caves. ● To be able to give at least 3 facts about the Lascaux caves. ● To identify what was usually represented in Cave Paintings. ● To discuss what art can teach us about history. ● To be able to use soft pastel/charcoal techniques learnt to create a modern day cave painting. 		Headstart quiz - States of Matter

	PE	Music	Religious Education	
Description	Indoor - Creative Outdoor - ABC cross country	Children create and record an atmospheric soundtrack to a picture or short video showing dawn at Stonehenge.	Description	PROMISES: Children will learn about the promises that are made during Christian and Hindu wedding ceremonies.
NC Objectives	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory Play and perform in solo and ensemble contexts, Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Living Difference Concept Cycle	<p>Communicate</p> <ul style="list-style-type: none"> To identify a promise they have made or that has been made to them and to communicate how the promise made them feel <p>Apply</p> <ul style="list-style-type: none"> To recognise that not all promises are easy to keep and to consider what makes some easier to keep than others <p>Inquire</p> <ul style="list-style-type: none"> To understand the dictionary definition of a promise To identify some of the promises that are made in marriage vows <p>Contextualise</p> <ul style="list-style-type: none"> To accurately describe some of the marriage ceremony rituals for followers of Christianity and Hinduism. and to explain what these rituals symbolise. <p>Evaluate</p> <ul style="list-style-type: none"> To discern why it is important for some believers to include God in their wedding ceremonies. To identify similarities and differences between Christian and Hindu wedding ceremonies.
Substantive Knowledge	<p>Creative</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. <p>ABC cross country</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Incorporate running and jumping working both individually and with others Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Identify voice types and families of non-percussion instruments by family and name: further extend the use of voices and percussion instruments. Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts 		
Disciplinary Skills	<ul style="list-style-type: none"> Perform actions, balances, body shapes and agilities with control Adapt their own movements to include a partner in a sequence Understand that strength and suppleness can be improved. To understand how pacing can help us achieve greater distances in running. To be able to pace themselves effectively. Work towards improving their personal best. 	<ul style="list-style-type: none"> Use the voice as an instrument, chant and sing expressively in layers including more complex round and partner songs Develop instrumental skills and techniques and play with accuracy and musicality. Recognise why and when to improve and start to develop basic individual and group rehearsal skills Identify, understand and use a range of graphic notation, basic rhythm and pitch notation. Use basic stave notation. Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Describe, discuss and share opinions about what you hear, the context/purpose and impact of the music and composers' use of musical devices 	Religious Traditions	CHRISTIANITY HINDUISM
Vocabulary	Strength, technique, balance, coordination, flexibility, control, cardio, stamina, pace.	Texture, layers, timbre, instrument names	Vocabulary	Promise, vow, ceremony, marriage, wedding
Assessment	Creative - To compose a routine to perform ABC- To achieve a personal best	Children create an atmospheric soundtrack using different textures.	Assessment	Compare and contrast and Christian and Hindu wedding ceremony

	PSHE	MFL (French)	
Description	Being me in my world - children to understand what it means to be a school citizen and to understand about rights, responsibilities and democracy.	Year 3 - Learn to introduce themselves and ask others how they are. Year 4 - to research a French speaking country and compile presentation to present	
NC Objectives	<ul style="list-style-type: none"> To recognise reasons for rules and laws; consequences of not adhering to rules and laws To recognise there are human rights that are there to protect everyone Understand the relationship between rights and responsibilities Understand the importance of having compassion towards others; shared responsibilities we all have for caring for others, living things and our environment. 	<ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To explore the patterns and sounds of language through songs and rhymes To engage in conversations: ask and answer questions To foster pupils' curiosity and deepen their understanding of the world. 	
Substantive Knowledge	<ul style="list-style-type: none"> Understand our attitudes and actions make a difference to the class team Understand who is in my school community, the roles they play and how I fit in Understand how democracy works through the School Council Understand that my actions affect myself and others - empathise with others Understand how groups come together to make decisions Understand how democracy and having a voice benefits the school community. 	<ul style="list-style-type: none"> To be able to greet one another by saying 'hello' and 'goodbye' To be able to introduce themselves saying what their name is To be able to ask other people what their name is To be able to say how they are feeling To be able to ask others how they are feeling 	
Disciplinary Skills	<ul style="list-style-type: none"> Know how good it feels to be included in a group and understand how it feels to be excluded Take a role in a group and contribute to the overall outcome Understand how rewards and consequences motivate people's behaviour Understand why our school community benefits from Rules and can follow it and help others to follow it. 	<p>Listening and Speaking/Oracy</p> <ul style="list-style-type: none"> To repeat modelled words To listen and show understanding of single words through physical response Repeat modelled short phrases Recognise a familiar question and respond with a simple rehearsed response. <p>Stories, Songs, Poems and Rhymes</p> <ul style="list-style-type: none"> Listen and identify specific words in songs and rhymes and demonstrate understanding Join in with words of a song 	
Vocabulary	Community, rules, rights, respects, responsibilities, UNICEF, government, school, laws, human rights, compassion, democracy, empathy	Bonjour, salut, au revoir, À bientôt, Comment t'appelles-tu?, Tu t'appelles comment? Je m'appelle..., Ça va? Comment ça va? Ça va très bien, Ça va bien, Comme-ci comme ça, Ça va mal, Ça va très mal	
Assessment	To explain why being listened to and listening to others is important in my school community. Explain why being democratic is important and can help me and others feel valued.	To be able to have a conversation with their partner where they say hello, introduce themselves and say how they are.'	