



YEAR A - AUTUMN 2
Key Stage: Lower Juniors
Topic: Stone Age to Iron Age

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English	Maths	
	Year 3	Year 4
<p><u>Charlie and the Chocolate Factory - Roald Dahl</u></p> <p>Children to describe characters and settings in Charlie and the Chocolate Factory.</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> • In narratives, create settings and characters • Use fronted adverbials • Use inverted commas <p><u>Matilda - Roald Dahl</u></p> <p>Children use speech to develop character descriptions.</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> • In narratives, create character • Use inverted commas • Use expanded noun phrases <p><u>Letters of Complaint</u></p> <p>Children write letters of complaint from one of Roald Dahl's characters</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> • Use an increasing range of sentence structures • Begin to use cohesive devices • Extend the range of sentences • Use question marks, exclamation marks, capital letters and full stops <p><u>Playscripts - The Twits</u></p> <p>Children to perform a scene from 'The Twits Playscript' and turn a section of playscript into narrative.</p> <p><u>Key objectives:</u></p> <ul style="list-style-type: none"> • Use inverted commas • To perform with expression, loudly and clearly 	<p>Subtraction</p> <ul style="list-style-type: none"> • Subtract 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 • Subtract 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>Multiplication and Division</p> <ul style="list-style-type: none"> • Use multiplication facts for the 3,4 and 8 multiplication tables • Write and calculate mathematical statements for multiplication using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. 	<p>Addition/Subtraction</p> <ul style="list-style-type: none"> • Subtract numbers with up to 4 digits using the formal written method of columnar subtraction where appropriate • Estimate and use inverse operations to check answers to a calculation • Solve addition and subtraction two-step problems in contexts deciding which operations and methods to use and why. <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Use multiplication facts for multiplication tables up to 12x12 • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1 and multiplying together 3 numbers • To recognise and use factor pairs and commutativity in mental calculations • To multiply two-digit and three-digit numbers by a one-digit number using formal written layout • To solve problems involving multiplying, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

	Computing	History	Geography
Description	The children will create a game using coding software Scratch.	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"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs, work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	<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"> Understand how to make an algorithm or use when programming. Understand how to decompose tasks (such as animations) into separate steps to create an algorithm Understand abstraction is focusing on important information Identify patterns in an algorithm. Use repetition in algorithms. Use logical reasoning to detect and correct errors in programs. 	<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"> To write a complex algorithm to create a game. To decompose tasks and debug my algorithm. 	<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	algorithm, animation, application, code, code block, coding application, debug, decompose, interface, game, loop, predict, program, remixing coe, repetition code, review, scratch, sprite, tinker	Prehistoric, archaeologist, hunter gatherer, flint, wattle and daub, hillfort, Stone Age, Bronze Age, Iron Age, mesolithic, neolithic, palaeolithic	
Assessment	To make a game using the skills learned from 'The Magic Carpet'.	End of Unit Workout: How was the Stone Age different to today?	

	Art	DT	Science
Description		Children will design and create a Christmas decoration.	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"> • 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 • Select from and use a wider range of materials including textiles • Evaluate - investigate and analyse a range of existing products • Evaluate - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<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		<ul style="list-style-type: none"> • Use correct tools to cut, shape, join and finish • Understand how key events and individuals in DT have helped shape the world 	<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		<ul style="list-style-type: none"> • To use research and develop design criteria to inform the design of an innovative, functional appealing Christmas decoration which is fit for purpose • To generate, develop and communicate their ideas through discussion, annotated sketches and pattern pieces • To evaluate their ideas and products against their own design criteria • To apply their understanding of how to strengthen and reinforce their stitching 	<ul style="list-style-type: none"> • To set up a practical enquiry into evaporation and condensation making sure it is a fair test • To draw a labelled diagram of enquiry set up
Vocabulary		cutting, shaping, joining, functional properties, aesthetics, prototypes, names of fabrics, fastening, compartment, button, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam, allowance	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		Assess final product against the design criteria	Headstart quiz - States of Matter

	PE	Music	Religious Education	
Description	Indoor - Creative Outdoor - Hand and stick invasion	Children perform 'Angels' by Robbie Williams vocally and with an instrumental section.	Description	HOLY: Children will look at different artwork that depicts Mary and the annunciation, describing the events of the annunciation
NC Objectives	<ul style="list-style-type: none"> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns Take part in outdoor and adventurous activity challenges both individually and within a team 	<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>Inquire</p> <ul style="list-style-type: none"> To understand what is meant by the term Holy To identify some of the ways that artists show that Mary is Holy <p>Contextualise</p> <ul style="list-style-type: none"> To accurately describe the annunciation of Mary To explain how some Catholic Christians show that Mary is important to them. <p>Evaluate</p> <ul style="list-style-type: none"> To discern why Christians believe that the annunciation shows that Mary is Holy <p>Communicate</p> <ul style="list-style-type: none"> To identify some of the ways that artists communicate that Mary is Holy To creatively show my own interpretation of Mary and the annunciation through artwork and poetry <p>Apply</p> <ul style="list-style-type: none"> To recognise that not all images of Mary are intended to be Lifelike I understand that icons are important images that have great religious importance to some Christians
Substantive Knowledge	<p>Creative</p> <ul style="list-style-type: none"> Perform dances using a range of movement patterns. <p>Hand and stick invasion</p> <ul style="list-style-type: none"> Sending an object and receiving and object in combination and spatial awareness Play competitive games, modify where appropriate and apply basic principles. 	<ul style="list-style-type: none"> Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre. Identify and use different types of texture including solo, unison, ostinato parts and simple harmony,e.g. Drone, melodic ostinato parts. 	Religious Traditions	CHRISTIANITY
Disciplinary Skills	<ul style="list-style-type: none"> Use simple motifs and movement patterns to structure on their own, with a partner and in a group Refine, repeat and remember dance phrases and dances Perform dances clearly and fluently Describe, interpret and evaluate dance, using appropriate language Use different techniques for controlling, dribbling and shooting using a putter and ball. Developing hand eye coordination. Sending an object to a specific target using control and accuracy. 	<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 		
Vocabulary	Flexibility, rhythm, expression, strike, dribble, control, accuracy.	Metre, layers, ostinati, rhythm, melody	Vocabulary	Holy, chosen, special, set apart, symbolism, icon, Mary Mother of God
Assessment	Creative - To perform a dance Hand and stick invasion - Accuracy of target hitting.	Children create machine compositions by developing, reviewing and improving	Assessment	Children write a simple poem about the annunciation of Mary

	PSHE	Modern Foreign Languages	
Description	Celebrating Difference - Children learn about challenging assumptions and learn to accept themselves and others.	To learn the numbers to 20 and say how old they are.	
NC Objectives	<ul style="list-style-type: none"> • Understand about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) • Recognise their individuality and personal qualities • Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • Recognise the impact of bullying • Understand strategies to respond to hurtful behaviour experienced or witnessed • Understand discrimination: what it means and how to challenge it. 	<ul style="list-style-type: none"> • To explore the patterns and sounds of language through songs and link the spelling, sound and meaning of words • To speak in sentences using familiar vocabulary, phrases and basic language structures • To present information orally to an audience 	
Substantive Knowledge	<ul style="list-style-type: none"> • Understand that, sometimes, we make assumptions based on what people look like • Understand what influences me to make assumptions based on how people look • Know that sometimes bullying is hard to spot and know what to do if you think it is happening • Identify what is special about you and value the way you are unique • Identify a time when your first impression of someone changes when you get to know someone. 	<ul style="list-style-type: none"> • To be able to read and say the numbers 1-20 • To be able to ask someone how old they are • To be able to tell someone how old they are • To be able to tell someone how old someone else is 	
Disciplinary Skills	<ul style="list-style-type: none"> • Try to accept people for who they are • Question why you think what you do about other people • Know how it might feel to be a witness and target of bullying • Problem solve a bullying situation with others • Like and respect the unique features of your physical appearance • Explain why it is good to accept people for who they are. 	<ul style="list-style-type: none"> • To adapt intonation to ask questions • To repeat modelled short phrases • To recognise a familiar question and respond with a simple rehearsed response • Use familiar vocabulary to say a short sentence using a language scaffold 	
Vocabulary	Behaviour, bullying, impact, identity, qualities, strengths, values, positive, negative, self-belief, impression, peer pressure	Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, Quel âge as-tu? J'ai...ans Introduce - il/elle Verb avoir Quel âge a-t-il? Quel âge a-t-elle? Il/Elle a ____ ans.	
Assessment	To identify a time when your first impression of someone changed as you got to know them. Explain why it is good to accept yourself and others for who you are.	To be able to introduce themselves, saying their name, age and how old they are.	

