



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>POETRY: Truth (Rachel Rooney)</u> This unit explores a variety of poems on the theme of truth. A child tells a lie which is personified as a creature which eventually shrivels up when the truth is confessed. <u>Key Objectives:</u></p> <ul style="list-style-type: none"> READING: continuing to listen to and discuss an increasingly wide range of poetry WRITING: Write poems on the theme of truth, experimenting with figurative language 	<p>Number: Place Value</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 (100s, 10s, 1s) partition numbers in a variety of ways compare and order numbers up 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 round numbers read Roman numerals to 10 	<p>Number: Place Value</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 (1,000s, 100s, 10s, and 1s) order and compare numbers beyond 1,000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1,000 solve number and practical problems that involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value
<p><u>FICTION: Stig of the Dump (Clive King)</u> Children read extracts of this classic text, focussing on the portal moment when Barney falls down the chalk pit and makes a discovery. Children then experiment with using similar techniques as the writer to create their own tense, portal moments and discoveries. <u>Key Objectives</u></p> <ul style="list-style-type: none"> READING: Identify how language, structure and presentation contribute to meaning WRITING: In narrative, to create a simple plot with tension 		
<p><u>NON-FICTION: You Wouldn't Want to be a Woolly Mammoth Hunter (John Malam)</u> Children study this humorous and entertaining non-fiction text identifying how information texts can inform whilst also engaging and entertaining the reader through the use of second person, rhetorical questions and humour. <u>Key Objectives</u></p> <ul style="list-style-type: none"> READING: To read books that are structured in different ways and read for a range of purposes WRITING: In non-narrative, use simple organisational features 	<p>Number: Addition</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>Number: Addition</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.
<p><u>Charlie and the Chocolate Factory (Roald Dahl - author study)</u> Children study key extracts of this text, looking specifically at how Roald Dahl uses imagery to create intriguing settings. They then go on to write their own short story where a character enters new rooms in the Chocolate Factory. <u>Key Objectives</u></p> <ul style="list-style-type: none"> READING: Discuss words and phrases that capture the reader's interest and imagination WRITING: In narrative, create settings 		

	Computing	History	Geography
Description	The children will learn how to use their emails, Google Drive & Google Docs	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 or CE/BCE 	
Substantive Knowledge	<ul style="list-style-type: none"> Children will learn that a username and password is required to log into my laptop. Children will learn how to use the typing cursor (I) to start typing. Children will learn that the 'flashing line' is required to begin typing. Children will learn that I can use the 9 dots to access different apps in the G Suite. Children will learn 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 explore Skara Brae and know why it was important during this period. To know what Stone Age, Bronze Age and Iron Age tools were made out of and what they were used for. 	
Disciplinary Skills	<ul style="list-style-type: none"> Understand how to access my email, create a draft and send this to a friend. 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. Understand how to access Google Docs Understand how to use the typing cursor to create words Understand how to use Google Drive to retrieve digital content 	<ul style="list-style-type: none"> Chronology - use a timeline to compare the durations of the neolithic, mesolithic and paleolithic periods and Stone Age, Bronze Age and Iron Ages; historical civilisations were happening in this prehistoric period; use precise chronological vocabulary Characteristics features - identify similarities and differences between the different ages; explain life changed significantly for Britons from the Stone Age to Iron Age Continuity and Change - explore change and/or continuity in materials, tools, burials, homes and settlements Cause and consequence - describe different causes that led to changes in life and reasons for changes Historical Significance - recognise that our prehistoric ancestors lived very different lives to us but made significant developments in materials and settlements Historical interpretation - understands there is a scarcity of evidence from this period and these gaps therefore have to be filled by reasoned interpretation, Historical Enquiry - deduce information from objects by exploring prehistoric artefacts 	
Vocabulary	Attachment, BCC (blind carbon copy), Cc (carbon copy), compose, email, email account, email address, inbox, link, password, responsible digital citizen.	Tier 1: arrow, materials, farming Tier 2: animal hide, Stone Age, Bronze Age, Iron Age, materials, long barrow, Stonehenge, Skara Brae, prehistoric, archaeologist, hunter-gatherer, flint, wattle and daub, hillfort, cave paintings Tier 3: Palaeolithic, Mesolithic, Neolithic	
Assessment	I will have an email thread that has been sent to a friend using BCC and CC.	Complete in Autumn 2 at end of topic	

	Art	DT	Science
Description	Children will learn about Cave Paintings and create their own modern day cave painting using chalk pastels.		Children will learn about the different states of matter 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"> Materials can be divided into solids, liquids and gases. Things are made of particles and that these are organised differently in different states Solids hold their shape unless forced to change, liquids flow easily; gas has no fixed shape or volume. Know the more viscous a liquid the less runny it is. Materials can change state when heated or cooled and this happens at different temperatures for different substances. Know evaporation is different from boiling and liquids evaporate slowly, below their boiling temperatures Know about the water cycle Know that liquid water evaporates into water vapour, condenses to form clouds, and precipitates back to earth in the form of rain and snow.
Disciplinary Skills	Let's Think Art Can art teach us about History?		<ul style="list-style-type: none"> Ask relevant questions about the world around them in response to scientific experiences Make decisions about the most appropriate type of scientific enquiry they might use to answer questions; Know how to set up a fair test, making decisions about what observations to make, how long to make them for and the type of simple equipment that might be used Know how to make systematic and careful observations and observe changes over time Know that data loggers can be used to measure a variety of data electronically and how to use them Know that thermometers are used to measure temperature and how to read them accurately Know how to record findings and present data in a variety of ways to help in answering questions Know how to draw simple conclusions from their results Know how to make predictions Know that investigations might need improvements and how to suggest them; raise further questions to investigate Know how to identify similarities, differences, patterns and changes relating to simple scientific ideas and processes Draw conclusions based on a relationship
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	To be able to say what cave paintings are, name the Lascaux cave and recall facts about them. To identify what was usually represented in Cave Paintings. To discuss what art can teach us about history. To create a modern day cave painting.		Headstart quiz - States of Matter

	PE	Music	Religious Education	
Description	Indoor- Gymnastics Outdoor- Invasion Games (Rugby) PPA- Cross Country	Children create and record an atmospheric soundtrack to a picture of 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"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns 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 Gymnastics</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control, balance Learn how to evaluate my performance. Recognise and explain a good performance. <p>Cross country</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control, balance Incorporate running and jumping Compare their performances with previous ones <p>Invasion</p> <ul style="list-style-type: none"> Know when to employ simple tactics in a game Know there are different ways to defend and attack Know when to choose space/ positions where you can receive a pass or to support a teammate. 	<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	<p>Cross Country</p> <ul style="list-style-type: none"> Understand pacing can achieve greater distances in running and be able to pace themselves Work towards improving their personal best. <p>Creative Gymnastics</p> <ul style="list-style-type: none"> Perform a range of actions, agilities and skills Vary and combine spatial patterns, speed, tension, continuity; change dynamics (level, speed, direction) Create sequences that meet a theme or set of conditions - clear, beginning, middle and end. <p>Invasion</p> <ul style="list-style-type: none"> Know how to control the ball and change direction. Know how to pass, shoot, and receive a ball Know how to work well as part of a team. Know how to shoot/score with some accuracy. Know how to challenge those in possession of ball. 	<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	Teamwork, straddle, experiment, pathway, level, point, front support, quality, pike, control, routine, combine, Apparatus, arabesque, practise, describe pacing, stamina, endurance, terrain, route, warm up, cool down, breathing, fitness, effort, run, jog, sprint, walk	Texture, layers, timbre, instrument names	Vocabulary	Promise, vow, ceremony, marriage, wedding
Assessment	Assessed against Hordle's PE internal assessment criteria.	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 a 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. 	<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. 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 how it helps people feel valued.	Speaking - To be able to have a conversation with their partner where they say hello, introduce themselves and say how they are.'	