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

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<td rowspan="3"><u>NON-FICTION: Charlie and the Chocolate Factory - Letters of Complaint</u>
Children read letters of complaint from the parents who visited Mr Wonka's factory and they're not happy. The letters use powerful vocabulary to recount the disastrous visit to the factory and every parent is demanding action.
<u>Key Objectives</u>
● READING: To read texts that are structured in different ways and read for a range of purposes
● WRITING: To discuss writing similar to that which they are planning to write in order to understand and learn from it

<u>FICTION: Matilda (Roald Dahl - author study)</u>
Children read extracts from Matilda, exploring how character can be developed through thoughts, feelings and action. Children then attempt to write in a similar style, creating empathy for a character.
<u>Key Objectives</u>
● READING: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
● WRITING: In narratives, to create characters

<u>PLAYSCRIPTS: The Twits at Christmas (Roald Dahl - author study)</u>
Children read a playscript on the Twits at Christmas, looking at how Roald Dahl builds character through suspense and through actions and reactions. Children then write their own short story based on Christmas with the Twits.
<u>Key Objectives</u>
● READING: To prepare poems and playscripts to read aloud and perform
● WRITING: In narratives, to create characters and plot</td>
<td>Number: Subtraction
● Subtract numbers mentally including:
○ 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.

Number: Multiplication and Division
● Use multiples of ten to solve problems beyond the 10 timestables
● Use related multiplication and division facts from known facts
● Write and calculate mathematical statements for multiplication using the multiplication tables they know,
● Multiply two-digit numbers by one-digit numbers, using mental and formal written methods
● Divide a two-digit number by a one-digit number using mental and 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.</td>
<td>Number: Subtraction
● 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.

Number: Multiplication and Division
● 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.</td>
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	Computing	History	Geography
Description	The children will create a game using coding software Scratch, with a focus on loops	Children learn about differences between Stone Age and Iron Age with a focus on hunter gatherers to farmers, hill forts and culture	
NC Objectives	• 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.	• Changes in Britain from the Stone Age to the Iron Age. • Understanding of AD/BC or CE/BCE	
Substantive Knowledge	• Children will learn how to make an algorithm and use it when programming. • Children will learn how to decompose tasks (such as animations) into separate steps to create an algorithm • Children will learn that abstraction focuses on important information • Children will learn how toIdentify patterns in an algorithm. Children will learn how to use repetition in algorithms. • Children will learn how to use logical reasoning to detect and correct errors in programs.	• 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. • To explain what an Iron Age hillfort is and how they were built; to discover local hill forts. • To explore Stonehenge, describe some of its key features and its significance at the time.	
Disciplinary Skills	• Understand how to write a complex algorithm to create a game. • Understand how to decompose tasks and debug my algorithm • Understand how to use a loop to repeat an action in a program (e.g. make a sprite move in a square or circle). • Understand that conditionals (e.g. "if/then" blocks) allow the program to make decisions. • Understand how to create and use a variable in a program (e.g. keeping score in a game or tracking time). • Understand how to use directional commands to create an algorithm.	• **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	algorithm, animation, application, code, code block, coding application, debug, decompose, interface, game, loop, predict, program, remixing code, repetition code, review, scratch, sprite, tinker	**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	To make a game using the skills learned from 'The Magic Carpet'.	**Key Enquiry Question:** How did life in Britain change between the Stone Age, Bronze Age and Iron Age?	

	Art	DT	Science
Description		Children will design and create a Christmas decoration.	Children will learn about the different states of matter and how some materials change state when heated or cooled
NC Objectives		• 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	• 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		• Use correct tools to cut, shape, join and finish • Understand how key events and individuals in DT have helped shape the world	• 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		• 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	• 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		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- Fitness Outdoor- Invasion Games (Hockey) PPA- OAA	Children will learn to sing the Beatles song Yellow Submarine and create body percussion patterns in different time signatures to Lucy in the Sky with Diamonds	**Description**	TREES Children consider why trees are often thought to 'give life'. They will find out about why the Banyan Tree is important to Hindus
NC Objectives	• 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.	• 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**	**Communicate** • To sketch a winter tree paying particular attention to texture and shape. • To communicate how the tree made them feel and consider what adjectives and attributes they would use to describe it **Apply** • To recognise that Trees can evoke different emotions in people • To consider why some people experienced a strong emotional reaction to the felling of the Sycamore gap tree **Inquire** • To understand why trees are important to the environment and that they can be a useful natural resource. • To understand that trees are often used as a symbol of growth, new life, shelter and protection. **Contextualise** • To explain why the Banyan tree is an important symbol to Hindus and describe how they celebrate it • To know the Christian parable of the mustard seed and discern what this might tell Christians about Heaven **Evaluate** • To consider any similarities between the Mustard and Banyan trees • To retell the Folktale of 'The Three Trees' and consider the message that this story could give to Christians about the way God answers prayers
Substantive Knowledge	**Fitness** • Explain why upper-body strength is important • Recognise physical and mental benefits of activity • Identify personal fitness goals to improve **Invasion** • Choose and adapt formations so all players have role • Apply attacking and defending principles in games • Keep possession under pressure from opponents • Use marking, tracking and covering to defend • Apply tactics to achieve team success • Find and use space to create scoring chances **OAA** • Plan and use strategies for success - communication • Know when to move the map or yourself if navigating • Navigate accurately to and from controls	• 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.		
Disciplinary Skills	**Fitness** • Develop lower body strength, speed and endurance • Apply and link FMS (KS1) and demonstrate stamina **OAA** • Know how to use a map confidently. • Plan and follow routes to controls • Take part successfully in orienteering activities • Create detailed maps • Work effectively as part of a team **Invasion** • Use different skills and tactics to keep possession • Understand team positions and roles • Defend and attack effectively as individuals and teams • Apply marking, tracking and covering in defence • Find and use space to score and succeed as a team	• 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 skillsIdentify, 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 head, the context/purpose and impact of the music and composers' use of musical devices	**Religious Traditions**	CHRISTIANITY HINDUISM
Vocabulary	Indian Dribble, close, cover, mark, block, slap, pass, decision making, possession, principles, evaluate, watch, explore	Metre, layers, ostinati, rhythm, melody	**Vocabulary**	Trees, symbol, new life, protection, shelter, growth
Assessment	Assessed against Hordle's PE internal assessment criteria.	Children create body percussion patterns and rhythms to perform in different time signatures to songs by The Beatles	**Assessment**	Children write a simple poem about the annunciation of Mary

	PSHE	MFL (French)	
Description	Celebrating Difference - Children learn about challenging assumptions and learn to accept themselves and others.	To learn the numbers to 12 and say how old they are.	
NC Objectives	• 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.	• 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	• 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.	• To be able to read and say the numbers 1-12 • 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	• 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.	• 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-ne*u*f, 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.	**Listening** - To be able to listen to someone introducing themselves and be able to identify how they are feeling and how old they are (between 1-12)	