

PSHCE

Our theme is health and wellbeing. This includes identifying risks, dealing with conflicting emotions, dealing with change and becoming independent. We will also be revising how the brain works and how to look after it in order to aid our learning. We will also focus on our monthly values, which this term includes: Determination, harmony, friendship and peace.

PE – Invasion Games/Gymnastics

During the term, the children will develop the invasion game skills of dribbling, shooting, passing whilst travelling, tackling, blocking and swerving with hands, feet and sticks. This will be learned through playing football, basketball and tag rugby games. They will also be taking part in gymnastics and dance sessions.

Mandarin

Lessons will be lead by a specialist teacher, and will cover basic greetings, numbers, days of the week and months of the year.

R.E

During our Christianity topic, we will be learning about living as a Christian with a focus on prayers and the Bible.
During our Hinduism topic, we will be learning about worshipping and celebrating at home with focus on Divali and Puja.

Science

During our changing states topic we will:

- Identify and sort solids, liquids and gases.
- Observe that some materials change state when they are heated or cooled.
- Identify the part played by evaporation and condensation in the water cycle.

During our Electricity topic we will:

- Recognise some common conductors and insulators, and associate metals with being good conductors.
- Identify common appliances that run on electricity.
- Identify whether or not a lamp will light in a simple series circuit.
- Construct a simple series electrical circuit.

Music

All the learning this term will focus around one song – Mamma Mia. We will look at lots of different aspects of music through this song including: pulse, rhythm and pitch. We will be listening to music with a similar style and appraising and comparing as well as singing and playing instruments.

We will then embark upon a six-week unit of work that builds on previous learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel or keyboard.

Two songs we will learn:

- 1) *Two Piles of Stones*
- 2) *Horrible Histories – Stoneage Song.*

Geography

We will develop our geographical skills by learning to:

- Describe and understand key aspects of human geography, including: types of settlement and land use, trade links and the distribution of natural resources during the Stone Age to the Iron Age period.
- Use maps, atlases, globes and digital/computer mapping to locate countries of occupancy during the Stone Age to Iron Age period and to identify how the world map has changed.

History

During history this term we will be learning about the changes in Britain from the Stone Age to the Iron Age.

This will include:

- Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae.
- Bronze age religion, technology and travel, e.g. Stonehenge.
- Iron Age hill forts: tribal kingdoms, farming, art and culture.

We will develop our history skills by learning to:

- Develop a chronologically secure knowledge and understanding of British, local and World history.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Address and devise historically valid questions about change, cause, similarity and difference, and significance.
- Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

Scavengers and Settlers

English

Through our theme, we will be developing our skills by writing:

- A diary entry revealing a day in the life of a Stone Age child.
- A non-chronological report about Stonehenge.
- A newspaper report inspired by the Iron age.

Key Texts

'Stone Age boy'
'The Secrets of Stonehenge'
'UG'
Our focus author this term is David Walliams

Role Play Area

Our role-play area this term will be an ancient cave, covered in vegetation and ready to be explored.

Outdoor learning

Towards the end of term, we will spend a day learning how to build a fire on the school's grounds.

Cross-Curricular Maths Opportunities

Throughout our learning, we will have the following maths opportunities:

- Ordering dates chronologically.
- Calculating the distance the 'cave men' travelled to find settlements.
- Solving problems involving weight, and linking this to the stones that were used to build Stonehenge.

Key Vocabulary

Homo habilis (early humans)
Homo sapiens (modern humans)

Copper	Skara Brae
Bronze	Neolithic
Ritual	Mammoth
Domesticate	Superstition
Ancient	Engraving

Art

We will be focusing on drawing and painting. We will be developing our shading skills by adding tone to drawing. We will be developing our painting by mixing and using different shades and tints.

DT

We will be learning about mechanical systems with a focus on levers and linkages. Throughout this topic we will explore existing products and evaluate the effectiveness of the levers and linkages that we find. We will then experiment by designing our own levers and linkages and use the skills we have learnt to design and make an information book about the Stone Age.

Computing

Multimedia and word processing:
We will design, create and improve our own multimedia presentation showing awareness of audience. We will import sounds, videos and images from different sources.

Programming:

We will be using Scratch to create a simple game with a conditional 'what if' statement. We will be adding back grounds and inputs to control a sprite.

Communication and collaboration:

We will explore and use different online communication methods; this will be linked with our E-Safety learning.

E-Safety:

We will explore the use of email as a form of communication. We will look at when it is safe to open emails and attachments. We will also learn about SMART Internet

Global Curriculum

We will understand that there are people in the world who still choose to live using only natural resources such as indigenous tribes.