

Term	Autumn 1	Autumn 2
<b>Topic</b>	<b>Stone Age to Iron Age</b>	<b>Stone Age to Iron Age</b>
<b>Literacy</b>	<p><b>Text: The Stone Age Boy (Satoshi Kitamura)</b> Exploring the Stone Age through drama, role play, writing in role, letters, recount</p> <p><b>Text: The Pebble in my Pocket: A History of our Earth (Meredith Hooper)</b> Links to Rocks and Soils topic. Non-chronological report on rocks. Identifying and using the key features of the text type e.g. using formal language, an introduction that hooks the reader, separate paragraphs for different topics, a concluding paragraph.</p>	<p><b>Text: Wolf Brother (Michelle Paver)</b> Writing an alternative ending to Wolf Brother, in keeping with the features of the text.</p> <p><b>Text: The Iron Man – Ted Hughes (PoR text)</b> Writing newspaper reports based on the Iron Man (using the key features of newspaper articles eg using the past tense; headlines and subheading, pictures and captions, using direct speech for quotations, linking the conclusion to the beginning of the article).</p>
Consistent focus on grammar and the National Curriculum Appendices for spelling, vocabulary, grammar and punctuation		
<b>Maths</b>	<p>Using and applying numbers to solve problems. Consolidation of numbers bonds to 10 and 20. Consolidation of place value Fractions and decimal fractions. Using arrays to understand multiplication and division. Multiplying and dividing by 10.</p>	<p>Adding and subtracting one-, two- and three-digit numbers, using a range of methods (dienes, number lines, column methods). Telling and writing the time to the nearest hour/half hour/15 minutes/5 minutes. Working out the duration of time.</p>
<b>Science – Cross curricular with topic</b>	<p><b>Rocks and soils</b> Finding out about different types of rocks and soils including those in the local environment Rock formation Fossils <b>Key Skills to include</b> Making systematic and careful observations Use scientific evidence to answer questions or support findings Gathering, recording, classifying and presenting data</p>	<p>Rocks and soils Investigations into properties and potential uses of different rocks <i>Link to text Wolf Brother</i></p> <p><b>Key skills to include</b> Asking relevant questions Setting up simple practical enquiries Recording findings</p>
<b>Computing</b>	<p>Computer literacy - building familiarity with laptops</p> <p>Using MS Word to publish documents</p>	<p>Computer literacy – building familiarity with laptops – Using a search engine effectively. Evaluating digital content. E-safety.</p>

<b>Art</b>	Sedimentary layer collages Art in a natural environment – looking at the work of artists such as Andy Goldsworthy and Richard Long Create sculptures from found items in wild garden, playground etc		Mixed media watercolour / ink silhouettes, clay Diwali divas Cave painting, pots, necklaces, face painting, costume making Exploring natural dyes using fruit and vegetables that would have available during the prehistoric period. Testing the different colours to select.	
<b>Design Technology</b>			Designing and making purses. Discuss the suitability of different materials Test different materials. Initiating ideas and creating and adapting patterns Research into similar items Developing cutting and sewing skills Evaluate the product	
<b>Cross curricular History/ Geography</b>	<b>The Pebble in My Pocket</b> Geological eras. Introduction to timelines from Stone Age to present day (?) <b>Human &amp; Physical:</b> Geological features – glaciers, volcanoes, plate tectonics. The first humans.		<b>Island Britain</b> <i>Changes in Britain from the Stone age to the Iron Age</i> <b>Locational Knowledge:</b> Maps, globes, atlases to locate where settlers came from & key settlements, areas of archaeological importance/barrows/treasure trove & <b>globally significant places</b> <b>Place Knowledge:</b> Key settlements/monuments: Stone Henge, Avebury <b>Human &amp; Physical:</b> Settlements, land use, farming, trade, tribes, shelters include pagan rites at Stonehenge	
<b>PE</b>	<b>Indoor</b> Gymnastics (balance and position) Moving from a range of balances onto different points eg hands/feet. Maintaining position Moving in and out of position Teamwork	<b>Outdoor</b> Tennis Throwing and catching Hand eye coordination Aiming Accuracy Technique Movement (foot work)	<b>Indoor</b> Multi-skills Co-ordination Agility Balance Changing direction Hand-eye Focus and concentration Teamwork	<b>Outdoor</b> Tennis Throwing and catching Hand eye coordination Aiming Accuracy Technique Movement (foot work)
<b>Music</b>	<b>WIDER OPPORTUNITIES: RECORDERS</b> Playing tuned instruments with control. Reading rhythm & pitch notation (Solfa). Composition and Performance skills – Spring Music Festival.		<b>Christmas Production</b> <ul style="list-style-type: none"> <li>• Singing and performing in solo and ensemble contexts</li> <li>• Using voices with increasing control, expression and accuracy</li> <li>• Singing songs in two parts</li> <li>• Understanding the Christmas story and its place in Christian culture</li> </ul>	

<b>RE</b>	Hinduism Learning the key aspects of the religion	Hinduism Learning the key aspects of the religion
<b>PSHE</b>	Focus on qualities of a Kilmore Child To be woven throughout the school year and linked to the topic eg resilience required during the Stone Age period. During the induction period, we particularly focus on respectfulness, collaboration and empathy as children consider the feelings of others on a day-to-day basis.	Activities linked to Anti-Bullying Week (16-20 November) Children to create media/publications to support this. Paying key attention to empathy and respect. Further explore the other qualities.
<b>MFL</b>	Greetings, numbers	Lascaux cave paintings – focus for art – colours, animals
<b>Visits and Events</b>	Visit from Badger Bushcraft	Visit to Museum of London