

<b>Year B</b> <b>Autumn Term</b> Theme Hook: <b>Stone Age to Iron Age</b>	
<p style="text-align: center;"><b>English</b></p> <p><b>Autumn Term Talk for Writing:</b>            Portal Story – Elf Road or Stone Age Boy (description)            Instructions – How to wash a Woolly Mammoth            Wishing Tale – The King of Fishes (openings and endings)            Information text – Pixies</p> <p><b>Talk For Writing</b>            Writing is taught using the T4W texts which are rich in vocabulary and provide a structure for story writing with a focus on a particular genre. Freestyle independent writing opportunities are also included each term.</p> <p><b>Spelling, Punctuation and Grammar</b>            SPaG elements of the curriculum are taught within English lessons as outlined in the National Curriculum for each year group.</p> <p><b>Reading</b>            Word recognition and comprehension skills are developed throughout school using our <b>Read, Write Inc</b> programme as well as weekly shared/guided reading discussions.</p> <p><b>Class Readers</b>            Stone Age Boy – Satochi Kitamura            How to wash a Woolly Mammoth – Michelle Robinson            Wild Way Home - Sophie Kirtley</p> <p><b>Author Focus:</b> Lee Child</p>	<p style="text-align: center;"><b>Mathematics</b></p> <p><b>Year 3 – Autumn Term Power Maths</b>            Unit 1 – Place value within 1000            Unit 2 – Addition and Subtraction (1)            Unit 3 – Addition and Subtraction (2)            Unit 4 – Multiplication and Division (1)</p> <p><b>Year 3 – Autumn Term Additional Skills (KIRF's)</b>            I know number bonds for all numbers to 20            I know the x and ÷ facts for the x3 table</p> <p><b>Year 4 – Autumn Term Power Maths</b>            Unit 1 – Place value 4 digit numbers (1)            Unit 2 – Place value 4 digit numbers (2)            Unit 3 – Addition and Subtraction (1)            Unit 4 – Measure - Perimeter            Unit 5 – Multiplication and division (1)</p> <p><b>Year 4 – Autumn Term Additional Skills (KIRF's)</b>            I know number bonds to 100            I know the x and ÷ facts for the x6 table</p>
<b>Science</b>	
<p><b>Term 1</b>  <b>Rocks (Year 3)</b></p> <ul style="list-style-type: none"> <li>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>I can describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>I can recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>Term 2</b>  <b>Electricity (Year 4)</b></p> <ul style="list-style-type: none"> <li>I can identify common appliances that run on electricity</li> <li>I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>I can recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	

## Geography

**Where did the Stone/Bronze/Iron Age people settle? What was the landscape like? What human and physiological features influenced their choices? How did they change the landscape?**

Pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### **Locational Knowledge**

Pupils will:

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

### **Human and physical geography Knowledge**

Pupils will:

- describe and understand key aspects of physical geography, including climate zones, rivers, mountains and the water cycle.
- describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

## History

**Children will learn about the key elements of the nature of settlement and trade in history. Through the study of Stone/Bronze/Iron Age peoples they will learn how this important group of settlers fits into the chronology of Britain**

### **Skills**

Pupils will:

- continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- understand how our knowledge of the past is constructed from a range of sources.

### **Content**

**Changes in Britain from the Stone Age to the Iron Age**

**This will include:**

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture



# Stoke St Michael and Croscombe Primary Federation Lower Key Stage Two National Curriculum Overview

<p style="text-align: center;"><b>Art and Design</b></p> <p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, collage, charcoal, paint, &amp; clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p><b>Focus could be on:</b> Cave paintings – handprints, mammoths &amp; sabre tooth tiger line drawings Stonehenge sunset - collage / pastels</p>	<p style="text-align: center;"><b>D.T.</b> <b>(Design and Technology)</b></p> <p><b>Children will use their knowledge of electrical systems and circuits to design and make a battery operated light out of suitable materials</b></p> <p><b>Electrical Systems</b> - Battery Operated Light Design and Make a battery operated light writing my own design criteria. <b>(link to science – electricity)</b></p> <p><b>Technical knowledge</b> Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors)</p> <p><b>Design</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose Generate ideas through discussion, annotated sketches and diagrams</p> <p><b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks Select from and use a wider range of materials and components according to their properties</p> <p><b>Evaluate</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve theirs.</p>
---	--

<p><b>P.S.R.H.E.</b> <b>(Personal, Social, Relationship &amp; Health Education)</b></p>
<p><b>Autumn Term 1 - Year 3 – Jigsaw – Being Me</b></p> <ul style="list-style-type: none"> <li>-Know how to use my jigsaw journal; recognise my worth and make others feel welcome and valued.</li> <li>-Positively face new challenges; make responsible choices and ask for help when I need it.</li> <li>-Understand why rules are needed and how they relate to rights and responsibilities.</li> <li>-Understand my actions affect myself and others; that my behaviour brings rewards/consequences.</li> <li>-Choose to follow the learning charter and see other people’s points of view.</li> </ul> <p><b>Autumn Term 1 - Year 4 – Jigsaw – Being Me</b></p> <ul style="list-style-type: none"> <li>-Know how to use my jigsaw journal; know my attitudes/actions make a difference to the class team.</li> <li>-Take on a role in a group and empathise with how it feels to be included or excluded.</li> <li>-Understand how democracy works; recognise my contribution for making a school learning charter.</li> <li>-Understand my actions affect myself and others and care about others’ feelings</li> <li>-Understand how rewards/consequences motivate people’s behaviour and the benefits of the charter.</li> </ul> <p><b>Autumn Term 2 – Year 3– Jigsaw – Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>-Understand and appreciate everybody’s family is different and important to them</li> <li>-Understand differences/conflicts sometimes happen among family - ‘solve it together’ technique</li> <li>-Know that witnesses to bullying can make the situation worse or better by what they do</li> <li>-Problem-solve bullying situations and try hard not to use hurtful words (e.g. gay, fat)</li> <li>-Give and receive compliments and know how this feels</li> </ul> <p><b>Autumn Term 2 – Year 4 – Jigsaw – Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>-Understand sometimes we make assumptions based on what people look like; accept people</li> <li>-Understand what influences me to make assumptions based on how people look; question why</li> <li>-Explain why witnesses sometimes join in with bullying and sometimes don’t tell</li> <li>-Identify what is special about me and value the ways in which I am unique</li> <li>-Explain why it is good to accept people for who they are</li> </ul>

<p style="text-align: center;"><b>Music</b></p> <p><b>Autumn Term 1</b>  <b>Year 3 Unit Theme: In the Past</b>  <b>Musical Focus: Pitch</b>          The origins of pitch notations are introduced as the children make hand signals and compose three-note melodies. They learn basic dance steps and prepare a performance</p> <p><b>Autumn Term 2</b>  <b>Year 3 Unit Theme: Communication</b>  <b>Musical Focus: Composing</b>          The children learn to make music inspired by technology and computing. They explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps</p>	<p style="text-align: center;"><b>R.E.</b>          (Religious Education)</p> <p><b>Autumn Term 1</b>          Year 4          Unit 3: What do Hindu people believe about Dharma, Deity and Atman?</p> <p><b>Autumn Term 2</b>          Year 3          Unit 5: What do Christians believe about God &amp; Incarnation? (Links with Christmas)</p>		
<p style="text-align: center;"><b>P.E.</b>          (Physical Education)</p> <p><b>T Ball</b>          Children will learn how to run around the bases in softball/rounders. They will learn strategies to stop themselves getting 'out' whilst running around bases and be able to make more informed decisions regarding running or waiting at a base.</p> <p><b>Gymnastics</b>          Children will learn to stretch appropriately before gymnastics. They will learn to perform paired and triple balances safely and put these into a routine.</p>	<p style="text-align: center;"><b>A&amp;MFL</b>          (Ancient and Modern Foreign Languages)</p> <p><b>FRENCH</b>  <b>Year 3 Unit 1 - Getting to know you</b>          This Getting to Know You unit will teach your class about basics of the French language. Your class will learn to greet each other, exchange names, ask how someone is, count to 10 and say how old they are.</p> <p><b>Year 3 Unit 2 – All About Me</b>          This All About Me unit will teach your class to understand and follow instructions, name parts of the body, identify colours and say what they are wearing.</p>		
<p style="text-align: center;"><b>Computing</b></p> <p><b>Year 4 Animation</b></p> <p>This unit teaches children the basic principles and techniques of simple animation. Beginning with the history of animation, children research some of the early animation techniques used before the use of computers. They then compare a range of free animation software and incorporate the different techniques into their own animation. After experimenting, children are then given the opportunity to evaluate their experiences in the final lesson</p>	<p style="text-align: center;"><b>Cultural Capital</b></p> <p>Visit to Stonehenge          Visit to Wookey Hole caves</p> <p>The children's learning will be enriched by a school trip to one of the places above.</p>		
<p style="text-align: center;"><b>Gem Learning Power</b></p> <p><b>Our Gem Learning Powers underpin the learning behaviour expectations we have of our learners...</b>          Whilst focusing and challenging the children on one particular Gem Power, the other Powers: <b>Diamond</b>, <b>Ruby</b>, <b>Sapphire</b>, <b>Emerald</b>, <b>Amethyst</b> and <b>Topaz</b> are revisited as and when appropriate learning opportunities arise.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Autumn Term 1 Focus: Diamond Power:</b>  <b>I can face a challenge and be responsible for problems</b></p> <ul style="list-style-type: none"> <li>-I can organise my own belongings</li> <li>-I can organise my own learning space</li> <li>-I can move my learning on by asking questions</li> <li>-I can identify a problem that is in my power to solve without help from an adult</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Autumn Term 2 Focus: Ruby Power</b>  <b>I can support others and recognise their achievements</b></p> <ul style="list-style-type: none"> <li>-I can identify and demonstrate ways of kindness</li> <li>-I can make others feel good about their successes</li> <li>-I can empathise with how others might feel</li> <li>-I understand how others have felt during learning and can support them and show kindness</li> </ul> </td> </tr> </table>		<p><b>Autumn Term 1 Focus: Diamond Power:</b>  <b>I can face a challenge and be responsible for problems</b></p> <ul style="list-style-type: none"> <li>-I can organise my own belongings</li> <li>-I can organise my own learning space</li> <li>-I can move my learning on by asking questions</li> <li>-I can identify a problem that is in my power to solve without help from an adult</li> </ul>	<p><b>Autumn Term 2 Focus: Ruby Power</b>  <b>I can support others and recognise their achievements</b></p> <ul style="list-style-type: none"> <li>-I can identify and demonstrate ways of kindness</li> <li>-I can make others feel good about their successes</li> <li>-I can empathise with how others might feel</li> <li>-I understand how others have felt during learning and can support them and show kindness</li> </ul>
<p><b>Autumn Term 1 Focus: Diamond Power:</b>  <b>I can face a challenge and be responsible for problems</b></p> <ul style="list-style-type: none"> <li>-I can organise my own belongings</li> <li>-I can organise my own learning space</li> <li>-I can move my learning on by asking questions</li> <li>-I can identify a problem that is in my power to solve without help from an adult</li> </ul>	<p><b>Autumn Term 2 Focus: Ruby Power</b>  <b>I can support others and recognise their achievements</b></p> <ul style="list-style-type: none"> <li>-I can identify and demonstrate ways of kindness</li> <li>-I can make others feel good about their successes</li> <li>-I can empathise with how others might feel</li> <li>-I understand how others have felt during learning and can support them and show kindness</li> </ul>		
<p><b>Year B      Autumn Term      Theme Hook: Stone Age to The Iron Age</b></p>			