

Autumn 1

Key Texts	Stone Age Boy and Stone Age to Celts CGP, How to Wash a Woolly Mammoth	
Genres	Diary Entry, Narrative, Fact File, Instruction	
Trips/Visits/Visitors/Experiences	Church visit, learning ukulele	
Writing	<ul style="list-style-type: none"> • Write a narrative about Stone Age Boy with simple settings, characters and plot. • Use verbs in the past tense. • Use expanded noun phrases for description and clarification. • Use an extended range of sentences with more than one clause by using a wider range of conjunctions (and, but, so, because, as) • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Use inverted commas to indicate speech • Discuss and record ideas. • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Assess the effectiveness of their own and other's writing, suggesting improvements. • Proofread for spelling and punctuation errors. • Begin to use headings and subheadings to aid presentation • Write effectively for a diary entry, narrative and explanation text, using some organisational and presentation devices • Spell word families based on common words, showing how words are related to form and meaning 	
Reading	<ul style="list-style-type: none"> • Use a dictionary independently to check the meaning of new vocabulary. • Predict what might happen from details stated and can indicate the strength and likelihood of their prediction being correct. • Infer a character's feelings, motives and behaviour based on descriptions and their actions in a story. • Identify with a character and make links with own experiences when making judgement about a character's actions • Identify evidence of relationship between characters based on dialogue and behaviour • Retrieve information from a text where there is competing (distracting) information • Identify and understand the meaning of a conjunction that links events together. • Summarise main ideas from a text. • Use contents pages and indexes to locate, retrieve and record information from non-fiction texts. • Identifies a range of standard words or phrases, used at various stages of a narrative. E.g. introduction/build up etc • Evaluate effectiveness of texts in terms of function, form and language features • Identifies how language structure and presentation (font size, bold, caligrams) contribute to meaning 	
Spelling	Unit 1	Adding dis & in to root words
	Unit 2	Adding im to root words
		Special focus 1
	Unit 3	Adding suffix ous
	Unit 4	Adding the suffix ly
Handwriting	<ul style="list-style-type: none"> • Unit 1: forming descenders accurately • Unit 2: forming ascenders accurately • Unit 3: practising the diagonal join to a small letter • Unit 4: practising the diagonal join to a tall letter • Unit 5: practising joining to and from the letter L • Unit 6: practising joining to the letter y • Unit 7: practising forming the letter s correctly 	
Maths	<ul style="list-style-type: none"> • Count from 0 in multiples of 4, 8, 50 and 100. • Find 10 or 100 more or less than a given number. • Read and write numbers up to 1000 in numerals and in words. 	

	<ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations. Recognise the place value of each digit in a three-digit number (hundreds, tens and ones). Compare and order numbers up to 1000. Use place value and number facts to solve problems and practical problems involving these ideas. Estimate the answer to a calculation and use inverse operations to check answers. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
<p align="center">Science Skeletons & Muscles</p>	<ul style="list-style-type: none"> Know about the importance of a nutritious, balanced diet. Know how nutrients, water and oxygen are transported within animals and humans. Know about the skeletal and muscular system of a human. <p>Working Scientifically</p> <p>Group information according to common factors</p>
<p align="center">History From Stone Age to the Iron Age</p>	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the Stone Age and the Iron Age. Know what is meant by 'hunter-gatherers' Know the importance of the change from hunter-gatherers to farmers. Know what type of homes early people lived in and what materials they were made from. Know the significance of site and archaeological discoveries, such as Skara Brae and Stonehenge Order events chronologically <p>Historical Skills</p> <ul style="list-style-type: none"> Create historically valid questions about similarities and differences Examine and compare artefacts Explain the achievements of ancient civilizations and their impact on the world in the past and today Identify and describe changes between specific time periods Use dates and vocabulary relating to the passing of time Know that the past can be divided into different periods of time Discuss historical changes in Britain, what caused them and the impact on life in Britain
<p align="center">Geography Tremors & Lava</p>	<ul style="list-style-type: none"> Know the names of and locate the hemispheres. Know the names of four countries from the southern hemisphere Read and interpret the globe as a flat map Identify layers of the earth Tectonic plates and mountain ranges
<p align="center">Religious Education Where, how and why do people worship?</p>	<ul style="list-style-type: none"> Describe how people show their beliefs in how they worship and in the ways they live Identify some differences in how people put their beliefs into practice Describe a range of beliefs, symbols and actions within Christianity, Islam and Judaism. Describe some key features of religions, including religious celebrations and worship.
<p align="center">Physical Education</p>	<p>Groovy Gymnastics</p> <ul style="list-style-type: none"> Adapt sequences to suit different types of apparatus and criteria Explain how strength and suppleness affect performance Be able to jump with a stable, safe landing. Try different ways of jumping.

	<ul style="list-style-type: none"> • Balance on pads and points. • Combine shapes and balances in a performance. • Work with a partner or a small group to create a sequence that develops jumping skills • Use all parts of body when travelling in different ways. • Master basic movements, as well as developing balance, agility and co-ordination. • Perform using simple movement patterns. • Perform a sequence of gymnastic moves within a circuit <p>Skip to the Beat</p> <ul style="list-style-type: none"> • Explore different ways of skipping • Observe and comment on others' performance • Compose and perform a sequence of skipping moves • Develop skipping techniques with control and balance
<p style="text-align: center;">Computing Unit 3.2 Online Safety Unit 3.1 Coding</p>	<p>Online Safety</p> <ul style="list-style-type: none"> • To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. • To understand how the Internet can be used to help us to communicate effectively. • To understand how a blog can be used to help us communicate with a wider audience. • To consider if what can be read on websites is always true. • To look at a 'spooof' website. • To create a 'spooof' webpage. • To think about why these sites might exist and how to check that the information is accurate. • To learn about the meaning of age restrictions symbols on digital media and devices. • To discuss why PEGI restrictions exist. • To know where to turn for help if they see inappropriate content or have inappropriate contact from others <p>Coding</p> <ul style="list-style-type: none"> • To review previous coding knowledge. • To understand what a flowchart is and how flowcharts are used in computer programming • To understand that there are different types of timers. • To be able to select the right type of timer for a purpose. • To understand how to use the repeat command. • To use coding knowledge to create a range of programs. • To understand the importance of nesting. • To design and create an interactive scene.
<p style="text-align: center;">Art Block Colour Cave Painting</p>	<ul style="list-style-type: none"> • Recognise when art is from different historical periods • Know how to create block colour and depth through use of coloured pencils and crayons • Know how to identify the techniques used by different artists • Recognise when art is from different cultures (aboriginal art) • Know how to use sketches to produce a final piece of art
<p style="text-align: center;">Music Ukulele – Inspiring Music</p>	<ul style="list-style-type: none"> • Play clear notes on a ukulele and use different elements in composition • Use voice and copy given scale • Combine different sounds to create a specific mood or feeling • Improvise repeated patterns on a ukulele • Compose 3 note patterns on a ukulele • Listen carefully and recognise high and low phrases • Perform the ukulele in front of an audience

**Personal, Social, Health
Education
Relationships**

- Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- Recognise that a feature of positive family life is caring relationships; identify different ways in which people care for one another.
- Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); know that families of all types can give family members love, security and stability.
- Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.
- Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.

Modern Foreign Languages

- Have a short conversation, saying 3 to 4 things such as:
- Hello, Goodbye, How are you, I'm good/ not well/unhappy, Thank you, Yes/No, My name is
- Give a response using a short phrase.
- Understand instructions, everyday classroom language and praise words.
- Use generally accurate pronunciation when reading aloud or using familiar words or phrases.
- Respond to topic related questions.