Autumn Term 1

Cycle B

Stone Age to Iron Age

Geography—Where does our food come from?

To understand that the food we eat comes from many different places around the world.

To know how land in temperate climate zones is used to produce food.

To know how land in tropical climate zones is used to produce food.

To describe the way in which land in tropical biomes is being changed to enable more food to be produced.

To explore how food is produced in Mediterranean climate zones.

To explain how land is used to produce food in the United Kingdom.

Locate and name the continents on a World Map.

Locate the main countries of Europe. Identify capital cities of Europe.

RE—Islam

Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)

Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.

Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims

DT—The Great Bread Bake off

Use their experiences of food ingredients and cooking methods to help generate ideas.

Explain why they have chosen certain foods and processes and link them to their design criteria.

Produce an order of work which includes an annotated diagram and chosen equipment appropriately.

Make and evaluate their bread product against objective design criteria.

Core Texts

Trips and visits

Oswestry Iron Age Hillfort

Park Hall Farm

Morrisons

History - Stone Age to Iron Age

Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.

Know about changes in Britain from the Stone Age to the Iron Age.

Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources).

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Participate in discussions, presentations, performances, role-play, improvisations and debates.

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Give well-structured descriptions, explanations and narratives for different purposes.

Retrieve and record information from non-fiction.

Draft and write non-narrative material using simple organisational devices.

Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words.

Art—Cave Art

Children to explore and create prehistoric art. Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Computing - Computer Systems and Networks

Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting

PE—Tag Rugby and Fitness and Fundamentals

Children will learn the skills players need to play both defensively and offensively as a tag rugby player. The children will learn how to catch and throw while both stationary and on the move. They will develop their skills of tagging and sidestepping as well as making tactical decisions about when to make passes and tags. They will also learn the skill of intercepting, following the offside rule. Children will have the opportunity to play a mini-tournament to put their newly developed skills into practise.

Music - let your spirit fly

The children can:
Identify the piece's structure: Introduction, verse, chorus.
Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer.
Find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics.

PSHE—How can I be a good friend?

Discuss how the impact of our attitudes affects us when trying to make new friendships;

Plan out how they will be an anonymous friend over the week; Create a role play about positive resolution techniques;

Create a poster with ideas to help someone who is being bullied,

Discuss how our attitudes impact new friendships being made;

	Reading	Writing	Maths
Week 1	**Stig of the Dump** Answer VIPERS questions when reading. Children to write their own questions and to use the VIPERS guide.	**Stone Age Boy** Make predictions Understand and use expanded noun phrases Write character and setting descriptions Infer what it was like to live in the Stone Age Write from different point of views Use a thesaurus Understand the difference between first and third person Understand and use alliteration Edit and improve own work Plan and write a story based on Stone Age Boy	Knows the properties of place value for three-digit numbers. Knows the properties of place value for four-digit numbers.
Week 2			Knows how to count in step sizes and estimate numbers up to 1000. Knows the rules of rounding.
Week 3			Knows bonds to 20 and 100. Knows how to add/subtract multiples of 10, 100 from three-digit numbers. Knows efficient methods for addition and subtraction up to and including four-digit numbers.
Week 4		**UG Boy Genius of the Stone Age** Understand what a play script is Know features of a play script Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Knows how to calculate with columnar methods. Knows efficient methods for addition and subtraction up to and including four-digit numbers.
Week 5			Knows the 2, 4- and 8-times tables and the doubling patterns. Knows how to multiply using partitioning. Knows and applies table facts for recall of multiplication and division facts for multiplication tables up to 12 × 12.
Week 6			Knows how to partition numbers when multiplying. Knows how to rearrange dividends into multiples of the divisor. Knows how to multiply/divide two-digit and three-digit numbers by one-digit numbers using expanded or formal written methods of short multiplication and division.

Science—Rocks; This Planet Rocks

i. compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

ii. describe in simple terms how fossils are formed when things that have lived are trapped within rock

iii. recognise that soils are made from rocks and organic matter

Working Scientifically

i. asking relevant questions and using different types of scientific enquiries to answer them

ii. setting up simple practical enquiries, comparative and fair tests

iii. making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, (not including thermometers and data loggers)

iv. gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

v. recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

vi. reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

vii. using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

viii. identifying differences, similarities or changes related to simple scientific ideas and processes

ix. using straightforward scientific evidence to answer questions or to support their findings