

Topic Title: Stones & Bones		
<p>Science: To build upon investigation skills and understanding -Making simple predictions -Asking questions, suggest ideas or make predictions that can be tested. -Recognising a fair test -With some support and increasing independence carry out a fair test, explaining why it is fair - Recording observations in simple tables - Making accurate measurements - Use bar graphs, tables and charts to present results</p> <p>Rocks and Fossils -Comparing and grouping different kinds of rocks on the basis of their appearance and simple physical properties -Describing how fossils are formed, when things that have lived are trapped within rock recognising that soils are made from rocks and organic matter.</p> <p>Animals and humans -Animals have offspring that grow into adults -Basic needs for survival</p>	<p>Geography: Understanding geographical similarities and differences though the study of human and physical geography of a region of the UK.</p> <p>Drawing a sketch of a simple feature (Stone Henge, Skara Brae)</p> <p>Creating a more detailed, labelled field sketch</p> <p>Changes in landscapes</p> <p>Environmental issues – Urban/ rural</p>	<p>History: To investigate and interpret the past: Using evidence to ask questions and find answers to questions about the past. (Daily life, hunting, food, clothes, leisure activities, family roles) Using more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Suggesting suitable sources of evidence for historical enquiries.</p> <p>To build an overview of world history Describing the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To communicate historically Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p> <p>Skara Brae – Investigation</p>
<p>Art and design: - exploring ideas and collecting visual and other information for my work e.g. artefacts, natural materials and research. - commenting on similarities and differences between my own and others’ work. - adapting and improving my own work. - using a number of sketches to base my work on. - sketching closely using a view finder. - using a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.</p>	<p>Design Technology: To design, make and evaluate catapults (Rosie Revere) Generating ideas and recognising that my designs have to meet a range of different needs.</p> <p>-Thinking ahead about the order of my work, choosing appropriate tools, equipment, materials, components and techniques.</p> <p>-Ordering and clarifying ideas using labelled sketches and</p>	<p>Computing: Unit 1: We are Programmers -Finding out about animations -Creating storyboards -Animating characters -Adding Sounds to animation -Evaluating animation Unit 2: We are Bug Fixers -Finding and correcting bugs in a range of programmes</p>

<p>Using natural materials to make paint Cave paintings and drawings – how they tell stories Handprints</p>	<p>models to communicate the details of my designs.</p> <ul style="list-style-type: none"> -Using scoring, and folding to shape materials accurately. -Making cuts (scissors, snips, saw) accurately -Joining a variety of materials to make products using both permanent and temporary fastenings. -Using my work to identify where my evaluations have led to improvements in my products. 	<p>- Improving a programme</p>
<p>French: Introduction to French – Saying Hello and Goodbye, Our names and ages, How are you?, Numbers and Colours</p> <ul style="list-style-type: none"> -Understanding a range of words and some familiar phrases. - Answering simple questions and giving basic information. -Giving short, simple responses to what I see and hear, using set phrases. -Listening attentively to spoken language and am beginning to join in and respond. 	<p>Religious Education: Christmas - key religious beliefs and figures</p> <ul style="list-style-type: none"> -Making some links between religious stories and beliefs -Recognising some key religious beliefs -Being able to give some examples of religious beliefs -Knowing some examples of key religious figures -Recognising why these figures are important to people - Being confident in using religious words and phrases to describe religious actions and symbols in detail - Identifying and describing examples of things that people do in celebration - Describing key traditions and making links with my own celebrations and beliefs 	<p>Music:</p> <p>Tribal drumming and rhythms Using music as a stimulus for dance Sing up – music from history, changes over time.</p>
<p>Physical Education:</p> <p>Zara weekly, including gymnastics and dance:</p> <ul style="list-style-type: none"> -Develop strength, flexibility, technique, control and balance, - Perform dances using a range of movement patterns - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. -Perform dances using simple movement patterns <p>Invasion Games: Netball</p> <ul style="list-style-type: none"> -Participate in team games, developing simple tactics for attacking and defending -Running at a speed appropriate to the distance I am running 	<p>Forest School:</p> <p>Outdoor learning and experiences include:</p> <ul style="list-style-type: none"> -Fire safety and building -Shelter building and recognising needs of living things (CC Science Link) -Creating and evaluating Stone Age paints and materials -Using natural materials to create artwork -Rock and fossil finding, excavation 	<p>Stunning start: Stone Age Starter bushcraft Marvellous middle: Stone age feast Fabulous finish: Tribal dance and music day</p>

- Demonstrating a range of throwing actions using a variety of objects
- Recognising a change in heart rate, temperature and breathing rate
- Beginning to influence opposed conditioned games
- Controlling and catching a ball with movement
- Accurately passing the ball to a teammate
- Moving in a controlled way with a ball