

THROUGH THE AGES
How did life change between the Stone, Bronze and Iron Age?

Big Impact Event Butser Ancient Farm Visit	Celebration of Learning Art Gallery Showcase to parents and carers
Science – Rocks and Soils Knowledge Block 1- The different types of rocks <ul style="list-style-type: none"> A rock is a solid material made up of minerals forming part of the surface of the Earth Rocks are exposed on the surface at cliffs, hills and mountains but are also under the surface. Some rocks, called ores contain metals Some rocks are made of grains squashed together and can contain the remains of long-dead organisms, called fossils. This type of rock is called sedimentary rock, an example would be limestone, sandstone or mudstone Some rocks are made of crystals that are locked tightly together. These are called igneous and metamorphic rocks; an example of igneous rock is granite, and an example of metamorphic rock is slate Knowledge Block 2- The properties of rocks <ul style="list-style-type: none"> These three types of rocks all have different properties to each other, including porosity, hardness, reaction to chemicals The properties of the rock depend on how the rock was formed, e.g. Some igneous rocks form from lava from volcanoes and cool very quickly leading to very small crystals Knowledge Block 3- The structure of soils <ul style="list-style-type: none"> Soil is made up of small broken-down pieces of rock. Soil contains a range of different size rock pieces, e.g., sand grains or stones. Soil also contains humus (rotted plant material) Soil made of very fine rock is called silt or clay. 	PSHE +C - Being Responsible, Feelings and Emotions and Computer Safety <ul style="list-style-type: none"> Understand the differences between borrowing and stealing Be able to describe how you might feel if something of yours is borrowed and not returned Know why it is wrong to steal Be able to understand the differences between being responsible and irresponsible Be able to recognise and name emotions and their physical effects Know the difference between pleasant and unpleasant emotions Learn a range of skills for coping with unpleasant/uncomfortable emotions Understand that feelings can be communicated with and without words Be able to identify possible dangers and consequences of talking to strangers online Know how to keep safe in online chatrooms Be able to name the positives and negatives of using technology Understand the difference between safe and risky choices online History – Changes in Britain from the Stone Age to the Iron Age <ul style="list-style-type: none"> Place the time studied on a time line. Use dates and terms related to the topic of study. Sequence several events or artefacts Understand the term BCE and BC. Find out and compare the everyday lives of people in time studied with their own lives today. Understand and identify reasons for and the results of their actions. Use a range of sources to find out about a period. Select and record relevant information. Begin to use the library and internet for research. Identify and give reasons for different ways the past is represented. Compare different versions of the same story from different sources and discuss why they might be different
Art – Drawing (Key artist Banksy) <ul style="list-style-type: none"> Use and control a wide range of drawing tools to make marks/lines e.g. pencil, charcoal, crayon, chalk pastels, pens. Experiment with different grades of pencil to create lines and marks. Use different grades of pencil to show tone (light/dark). Draw from observation with some accuracy. 	RE - Miracles: Life of Jesus (Golden Thread – Special) <ul style="list-style-type: none"> Express and describe responses to own experiences of concepts introduced. Recognise and describe how their responses relate to their own lives and others. Accurately describe what has been taught and how it could be used in the tradition covered. Accurately describe what has been taught and how it could vary within the concept being studied. Understand and describe the value of concepts that have been studied and can recognize the issues that may arise.
MFL – Animals <ul style="list-style-type: none"> Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught. Communicate with others using simple words and short phrases covered in the units. Read familiar words and short phrases accurately by applying knowledge from Language Angels on a few key sounds. Understand the meaning in English of short words I read in the foreign languages. Write familiar words & short phrases using a model or vocabulary list. Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. 	Computing - Know how to search effectively <ul style="list-style-type: none"> Demonstrate how to use key phrases in search engines to gather accurate information online. Explain what autocomplete is and how to choose the best suggestion. Explain how the internet can be used to sell and buy things Explain the difference between a 'belief', an 'opinion' and a 'fact'. And can give examples of how and where they might be shared online, e.g. In videos, memes, posts, news stories etc. Explain that not all opinions shared may be accepted as true or fair by others (e.g. Monsters under the bed) Describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened
Music – Performing (In the Hall of the Mountain King) <ul style="list-style-type: none"> Recognise differences between music of different times and cultures. Create repeated patterns using a range of instruments. Include different rhythms in metres of 2,3 or 4 Combine different sounds to create a specific mood or feeling. Understand how the use of tempo can provide contrast within a piece of music. Begin to read and write musical notation. Combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition. 	Games and PE-Tennis, Basketball, Hockey and Gymnastics <ul style="list-style-type: none"> Use the skills and ideas in gymnastics with co-ordination and control. Learn a range of different jumps. Travel imaginatively across apparatus and be able to move on and off apparatus safely. Design and produce a gymnastic sequence involving jumps. Perform a sequence involving jumps using different levels showing good body tension and control. Explore the skills / techniques of passing and receiving a ball and the skills/techniques of throwing and catching. Explore the skills/techniques of passing and controlling the ball with some level of accuracy in net/wall games e.g. send and receive a ball using a racquet Explore the tactics and principals in hockey and know how to keep and win possession in a hockey game (e.g. think of positioning/type of pass).
Geography DT - not covered this half term	Enrichment Opportunities e.g., outdoor learning Explore artefacts from Farnham Museum