

As Scientists: Animals including humans

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Identify that humans have muscles for support, protection and movement.
Identify that some other animals have bones for support, protection and movement.
Understand that animals, including humans, need the right type of nutrition.

Key Knowledge:

- Know the names and be able to identify the major bones in a human body.
- Know the importance of various bones in our bodies in protecting vital organs.
- Know how muscles expand and contract to help movement.
- Know the names and be able to identify the main muscles in our bodies.
- Understand the importance of a balanced and healthy diet to maintain our bodies.

As Historians

Key Knowledge

Know how Britain changed between the beginning of the stone age and the iron age.
Know the main differences between the stone, bronze and iron ages.
Know what is meant by 'hunter-gatherers'.

As Computer Programmers:

Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Key Knowledge:

Use a range of software for similar purposes.
Collect and present information using Spreadsheets.

Learning Challenge –History
Who were the first people to live in Britain?

Our half term work has a History Focus

WOW Moment! Stone Age Classroom
Celebration: Stone Age Workshop- visitor in school

As Historians we will be answering these questions:

- LC1- What jobs do archaeologists do and why are they so valuable in helping us find out about history?
- LC2- How did the Early Britons make shelters?
- LC3- Would the Early Britons have visited a supermarket for their food?
- LC4- What can you find out about the Stone, Bronze and Iron Ages?
- LC5- What do we know about the life styles of the Early Britons through the art they produced?
- LC6- How do you think Early Britons would have communicated?
- LC7- Reflection: Working in groups the children put together an ICT presentation of the life of Early Britons taking account of their weapon, food, ways of communicating and eating.

As Mathematicians:

Addition and Subtraction

Add and subtract numbers mentally, including:
a three-digit number and 1s
a three-digit number and 10s
a three-digit number and 100s

add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
estimate the answer to a calculation and use inverse operations to check answers
solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Multiplication and Division

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

As Language Specialists:

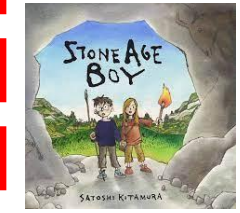
Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Key Knowledge:

- Name and describe people, a place and an object.
- Have a short conversation, saying 3 to 4 things
- Give response using a short phrase
- Start to speak, using a full sentence

As Artists:

To create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing,
Key Knowledge
Use a range of sketching techniques to draw.



As Musicians:

Listen with attention to detail and recall sounds with increasing aural memory.
Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression

Key Knowledge:

Use musical words to describe a piece of music and compositions.

As Citizens:

As citizens give examples of different community groups and what is good about having different groups.
As citizens talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.
Key Knowledge:
Know how to recognise and respect diversity.
Know how to be respectful to others.
Know how to be tolerance of others.