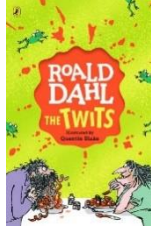
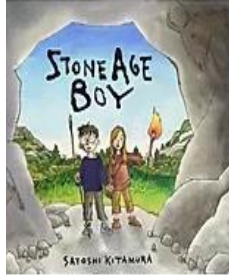




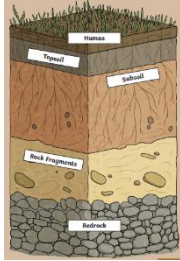




ED Overview Autumn 1: The Secrets of the Stone Age

English	Maths	Science								
<p>Writing</p> <p>Writing to Entertain Character Descriptions</p> <p>Writing to inform Non-chronological reports</p> <p>Grammar</p> <ul style="list-style-type: none"> Understand how to use nouns and pronouns. Use adjectives to describe a noun. Using the present and past tense Using question marks correctly when required. Using apostrophes to show contractions e.g. can't, it's. <p>Punctuation</p> <ul style="list-style-type: none"> Include full stops, capital letters, question marks, exclamation marks and commas (list) mostly accurately Using commas after fronted adverbials <p>Spellings</p> <ul style="list-style-type: none"> Spelling shed Common exception words. 	<p>Reading</p> <p>Class Novel:</p> <p>The Twits by Roald Dahl</p>  <p>Wider Reading Across The Curriculum: Stone Age Boy The Lost Words</p>   <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 30%;">Vocabulary</td> <td rowspan="6" style="text-align: center; vertical-align: middle;">Development of skills across a range of genres and through the curriculum.</td> </tr> <tr> <td>Inference</td> </tr> <tr> <td>Prediction</td> </tr> <tr> <td>Explain</td> </tr> <tr> <td>Retrieve</td> </tr> <tr> <td>Summarise</td> </tr> </table> <p style="text-align: center; margin-top: 10px;">Development of reading accuracy and fluency across a range of age appropriate texts.</p>	Vocabulary	Development of skills across a range of genres and through the curriculum.	Inference	Prediction	Explain	Retrieve	Summarise	<p>Place Value</p> <ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations Begin to count from 0 in multiples Recognise the place value of each digit in a two-digit and three-digit number (hundreds, tens, ones) Compare and order numbers up Solve number problems and practical problems involving these ideas <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract two numbers across 10 and 100 Add two and three-digit numbers Subtract a 2-digit number from a 3-digit number <p>Multiplication and division</p> <ul style="list-style-type: none"> Using arrays Sharing and grouping The times tables. 	<p>Rocks</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter. <p style="text-align: center; margin-top: 10px;">Types of Rocks</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Igneous rocks</p>  </div> <div style="text-align: center;"> <p>Sedimentary rocks</p>  </div> <div style="text-align: center;"> <p>Metamorphic rocks</p>  </div> </div> <div style="text-align: center; margin-top: 10px;">  </div>
Vocabulary	Development of skills across a range of genres and through the curriculum.									
Inference										
Prediction										
Explain										
Retrieve										
Summarise										
Foreign languages										
<ul style="list-style-type: none"> Introduction to basic French words, such as numbers and colours Pronunciation skills How to introduce yourself 										

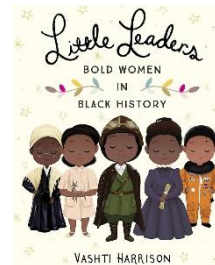
Talkabout	Life Skills	Art	RE
<p>Talkabout – Developing Friendship skills</p> <p><u>What is a friend?</u></p> <ul style="list-style-type: none"> • An introduction to relationships • People in my life • How are they close to me? <p><u>Friendly behaviours</u></p> <ul style="list-style-type: none"> • Friendly words • Talkabout trumps • Friendship rating 	<p>Makes a drink for self and / or others</p> <ul style="list-style-type: none"> • Chooses own drink • Asks others what they would like to drink • Identifies what they will need • Makes a cold drink effectively <p>Dresses self successfully</p> <ul style="list-style-type: none"> • Co-operates within dressing routine (help from another) • Matches clothing to body part • Puts on clothing in correct sequence • Asks for help with fastenings • Uses a range of fastenings on clothing • Ties shoelaces 	 <p><u>Andy Goldsworthy</u></p> <ul style="list-style-type: none"> • Combine materials to make patterns and textiles and describe objects. • Know and describe the work of artists, craftspeople, architects and designers. • Express original thoughts and ideas about the art of others. • Reflect on preferences about their work in order to improve it. 	<p>Sharing and Being generous</p> <p>♣The story of the rich fool ♣The story of Duni Chand ♣Zakah ♣Harvest</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Do you like to give presents? What can people give that does not cost money? • Are you rich enough to share? What do believers of Sikhism teach about sharing with others? • What do believers of Christianity teach about sharing with others?

History

Black History Month

Knowledge and understanding of events, people and changes in the past

- Identify and begin to describe historically significant people and events in situations
- Ask and answer questions about the past, beginning to consider aspects of similarity and difference



The Stone Age

Knowledge and understanding of events, people and changes in the past

- Begin to picture what life would have been like for early settlers
- Use various primary and secondary sources to piece together information about a period in history to form a conclusion about Stone Age:
 - Food and homes
 - Rich and poor
 - Health
 - Weapons and implements.

Chronological Understanding

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Use a timeline to place historical events in chronological order and begin to use dates to explain when things happened
- Describe dates and order significant events from the time period studied)
- Recognise that their own lives are different from the lives of people in the past



