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| **History Focus – The Stone Age** | **Enquiry Question What was new about the stone age?** | **The Curriculum** |
| **History**  - To be able to ask and answer historically valid questions about the Stone Age.  - To be able to understand some of the ways in which we can use science to find out about the past.  - To be able to identify different ways evidence from the past is studied and interpreted through archaeology.  - To be able to understand prehistoric means before written record.  - To be able to understand people have different views about the past based on available evidence.  - To be able to communicate in different ways about the past.  **Science – Materials Rocks**  - Compare and group together different kinds of rocks based on 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 | **English Focus.**  **English focus text:** Stone Age Boy by Satoshi Kitamur.  **Extended writing outcomes:**  -Creative writing. Creating a narrative using the structure of the story as a guide. Children to change the main character, the setting and the events that follow the main character falling/going through something.  **Shorter writing outcomes:**  -Instructions of how to make fire/making and using tools/ preparing and using animals skins  -Job Advertisement for an archaeologist  -Chronological timeline and historical comparison.  **Supporting Texts**    **Maths** Threshold: Number  Units: Place Value, Addition and Subtraction | **Art and Design**  [Pathway: Gestural Drawing with Charcoal](https://www.accessart.org.uk/gestural-drawing-with-charcoal/) Key Concepts:   * That when we draw we can use gestural marks to make work. * That when we draw we can use the expressive marks we make to create a sense of drama. * That when we draw we can move around. * That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.  Theme: ****Cave art, Movement, Human Body, Relationship of Body to Place****Medium: ****Charcoal, Paper, Body****Artists:  ****Heather Hansen, Laura McKendry, Edgar Degas**** **D.T:** Food Technology  Healthy and varied diet. Designing, making and evaluating a product. |
| **Curriculum coverage:**  **PSHE: Being me in my world.** Who am I and how do I fit in?  1. Becoming a class team 2. Being a school citizen 3. Rights, Responsibilities and Democracy, Rewards and Consequences  **RE:** Key Question: Does the joining the Khalsa make a person a better Sikh. Religion: Sikhism.  **Music:**  **I.C.T:** To Code This concept involves developing an understanding of instructions, logic and sequences.  **P.E:** Hockey This unit focuses on stick holding technique, dribbling, passing, receiving, tackling and shooting with accuracy. Pupils will get the opportunity to play in a game situation.  M.F.L: Spanish Learning Spanish Phonetics |