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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.  **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**    New Recognition Partner Announcement - White Rose Maths - Tempo Time Credits**Maths – White Rose Maths** Threshold: Number  Units: Place Value, Addition and Subtraction | **Art and Design**  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: Structures – shell structures** |
| **Curriculum coverage:**  **PSHE: Jigsaw - 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: **Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?** Religion: **Hinduism**.  **Music: Espresso Music**  Environment  Building  Recorders., Violins, Guitars  **I.C.T:** E-Safety: Self Image & Identify  **P.E:** Gymnastics 1. Striver.  **M.F.L:** Spanish Phonics 1  I am learning Spanish (E) |