|  |  |  |
| --- | --- | --- |
| **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**EnvironmentBuildingRecorders., Violins, Guitars **I.C.T:** E-Safety: Self Image & Identify**P.E:** Gymnastics 1. Striver. **M.F.L:** Spanish Phonics 1I am learning Spanish (E) |