



Stone Age to Iron Age Pendower Class



Essential Knowledge / Skills

By the end of this unit the children will know...

- What was life like in the Stone Age?
- How do we know about the time period?
- What changed between the Stone Age and the Iron Age?
- How was this time period different to now?

- RE week – What is the trinity and why is it important to Christians?
- Science week – What is light?
How are shadows formed?

Links to Christian values – compassion, perseverance, wisdom

Compassion

As a new year begins, we will be concentrating on getting to know each other, working together and showing kindness to each other in order to form a cohesive class team.

Perseverance

This term we will be reminding ourselves of growth mindset and the importance of trying hard in order to grow our brains! We will be talking about strategies we can use to help us to persevere and how we can support others to do so.

Wisdom

As we move into a new year group, we will be thinking about building upon our previous learning, in terms of both knowledge and skills and ways that we can move forward in our school journey, whilst keeping in mind what has worked well for us previously.

SMSC / British values links

British values

The rule of law – Establishing class rules and routines and taking responsibility for the way we behave and the way that we speak to each other.

Individual liberty – We will be exploring what makes us different in the way we learn, things we like and our ambitions and celebrating the individuality we have.

SMSC

- Spiritual and moral – Learning about the trinity, what it is and what it means to Christians.
- Social – Establishing relationships and working together in our new class group.
- Cultural – Finding out how Britain's past has contributed to and influenced the culture and life style that we see today.



Stone Age to Iron Age – Theme Content

Core Subjects

Writing

Writing genres

- Setting description
- Feelings description
- Informal letter
- Instructions
- Retelling a story

This term our writing will be driven by our key texts. We will be describing Cave baby's cave and writing a thank you letter from Mammoths, as well as writing instructions about washing a large, wild animal. In addition, we will be starting to work through the spelling, punctuation and grammar objectives associated with the children's new year group.

Reading / Key Texts

Science –

- The light in the night
- Night monkey, Day monkey

Topic

- Cave Baby
- Stone Age Boy
- How to wash a Woolly Mammoth

Applied Maths

- Children will be working on putting things in chronological order, which will require them to order numbers in a context.
- Children will practice measuring whilst making a stewed fruit recipe.

Foundation Subjects

History

- We will be putting events from the Stone Age to Iron Age era in chronological order,
- We will be finding out about life in these times and how it changed from the Stone Age to the Iron Age, as well as how different it was to today.
- We will be asking the question, How do we know about the Stone Age to the Iron Age?

Art & Design / Design Technology

- Children will learn the meaning behind, and significance of cave paintings and create their own whilst experimenting with different mediums.
- Children will create Stonehenge shadow pictures using shading and blending to create tones in the sky background.
- Children will have a go at creating their own Iron Age round houses.
- Children will make stewed fruit.
- Children will try carving their own spearheads using soap.

RE Week - What is the trinity and why is it important to Christians?

- Children will be able to:
 - Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.
 - Offer suggestions about what texts about baptism and Trinity might mean.
 - Explain what Christians believe the trinity is.

Science Week – Light

- Children will be able to:
 - Explain the difference between light and dark.
 - Describe the process of being able to see in relation to light.
 - Describe some of the behaviours of light.
 - Explain how you can protect your eyes from light and why it is important to do so.
 - Recognise and experiment with the behaviour of shadows.

Non topic based

Maths

- Number and Place value White Rose Unit
- Addition and Subtraction White Rose Unit

Computing

- This term we will be using our RE learning as a basis for expanding our computing skills.
- Throughout the week, children will be taught skills in word processing and presentation making and will then be given the opportunity to use these skills to present what they are learning in RE.

French

Speaking and listening focus –
This term we will be practising speaking and listening skills in French, including learning action songs, being able to follow instructions in French, holding short conversations and responding to questions.

PE

Focus - Physical literacy

- Dodging
- Balancing
- Different types of travel (skipping, jogging, running, galloping)



Stone Age to Iron Age – National Curriculum & Skills progression

Core Subjects

Writing

Y2 –
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
Use co-ordination (e.g. or / and / but) and some sub-ordination (e.g. when / if / that / because) to join clauses.
Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonically-plausible attempts at others
Y3 and 4 –
Writes confidently using co-ordination (or / and / but) and some subordination (when / if / that / because)
Identifies commonly misspelt words and corrects them.
Attempts to use paragraphs as a way to group related material.
Shows awareness of headings and sub-headings to aid presentation

Reading / Key Texts

- Science –**
- **The light in the night**
 - **Night monkey, Day monkey**
- Topic**
- **Cave Baby**
 - **Stone Age Boy**
 - **How to wash a Woolly Mammoth**

Applied Maths

Y2 - Compares and orders numbers from 0 up to 100; use <, > and = signs.
Uses reasoning about place value and number facts to solve problems.
Can read scales where not all numbers on the scale are given and estimate points in between
Y3 and 4
Orders and compares numbers beyond 1000.
Measures, compares, adds and subtracts: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Foundation Subjects

History

Year 2 –Put things in order within the topic. Offers opinions and facts with some reasoning. Answer simple questions relating to the topic.
Year 3 – Order events over a larger timescale. Distinguishing between fact and opinions and given reasons. Children pose own questions to gain an understanding of the topic.
Year 4 - Beginning to think about the impact of historical events/people. Understanding the difference between primary and secondary sources. Generate purposeful questions.

Art and Design / Design and Technology

Year 2 – Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques. Work with a range of paints including powder, ready mix and block. Creating light and dark colours by tinting. Build structures and investigate how they can be made stronger, stiffer and more stable
Year 3 and Year 4 - Mixing tertiary colours (browns, neutrals, flesh.) Build up painting techniques (resist work, layering, and scraping.) Explore different ways of joining things together. Choose, prepare and cook dishes using some cooking techniques.

RE Week

- Make sense of belief:
- Recognise what a 'Gospel' is and give an example of the kinds of stories it contains
 - Offer suggestions about what texts about baptism and Trinity mean
 - Give examples of what these texts mean to some Christians today
- Understand the impact:
- Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live
- Make connections:
- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.

Science Week

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows change.

Non Topic Based

Maths - White Rose Coverage

- Number and Place Value
- Addition and Subtraction

Computing

Text
Get quicker at typing with both hands
Use a variety of font sizes, styles and colours
Align text left, right and centre
Presentation
Create a slide and choose a style.
Change the layout of a slide.
Insert a picture/text/graph from the internet or personal files.
Decide upon and use effective transmissions.

French

Imitate pronunciation/copy intonation
Participate in short exchange
Auditory discrimination un/une
Listen to and follow simple phrases
Recognise a question, understand and respond
Perform simple communicative task
Perform actions to a French song

PE

Balance on different points of the body.
Travel at different speeds in a variety of ways.
Control a balance.
Combine learnt techniques (Y1&2) for a fluid sequence.
Show changes of direction, speed and level during a performance.