

Stone Age to Iron Age

PSHE - changes in adolescent body

- I can identify some of the physical changes that happen to bodies during puberty
- I can use scientific vocabulary for external male and female genitalia
- I can identify some of the physical changes that happen to bodies during puberty

Thought box – kindness

- I understand the importance and the positive impact kindness has on myself, others and the wider world

Maths

Multiplication and division

- I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- I can solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit
- I can recall and use multiplication tables and related division facts

Fractions

- I can recognise and show, using diagrams, families of common equivalent fractions

PE – multi-skills

Striking and hitting a ball

- Use hand-eye coordination to strike a moving and stationary ball with accuracy and control

Throwing and catching a ball

- Develop different ways of throwing and catching.

Travelling and passing a ball

- Move and pass a ball showing increasing speed, control, fluency and accuracy.

Space and possession of a ball

- Make the best use of space to pass and receive the ball and use this to keep/win back possession of a ball.

Attacking and defending

- Use a range of attacking and defending skills and techniques in a game.
- Use fielding skills as an individual to prevent a player from scoring.

Tactics and rules

- Vary the tactics they use in a game and adapt rules to alter games.

Computers/online safety

- Understand computer networks including the internet, how they can provide multiple services like the World Wide Web, and the opportunities they offer for communication and collaboration
- Use technology safely, respectfully, and responsibly by evaluating the consequences of unreliable content
- Use search technologies effectively
- Select, use and combine a variety of software to design and create a range of programs, systems and content

Oracy

Talk Tactics

- Instigate – present an idea or open up a new line of enquiry
- Build – develop, add to or elaborate on an idea
- Challenge – disagree or present an alternative argument

Cognitive

- To be able to cite evidence when presenting
- To ask probing questions
- To identifying areas to of strength and areas to improve in their oracy skills

Oracy outcome

- to present to the class their knowledge and understanding about how life and technology changed from the Stone Age to the Iron Age and for the class to give and receive feedback

Big Questions

- When was the Stone Age, Bronze Age and Iron Age?
- What was life and technology like in the Stone Age and how did it change during the Bronze Age and Iron Age?

- Intent

To understand the period, time and sequence of events from the Stone Age to the Iron Age.

- To understand how historical evidence helps us understand life in the Stone, Bronze and Iron Age.
- To understand and explain how and why life changed during the Stone Age due to new technologies.

History (Bronze Age and Iron Age)

- I can find out about life and technology in the Bronze Age through artefacts
- I can compare life and technology in the Bronze Age to that of the Stone Age
- I understand what life and technology was like in the Iron Age using evidence
- I can select relevant historical information and evidence to discuss and present why and how life and technology changed through the Stone Age, Bronze Age and Iron Age

Science

- I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- I can describe in simple terms how fossils are formed when things that have lived are trapped within rock
- I can recognise that soils are made from rocks and organic matter

Reading

- I can read aloud and understand the meaning of new words
- I can discuss my understanding and explain the meaning of words in context
- I can discuss words and phrases that capture my interest and imagination
- I can predict what might happen from details stated and implied
- I can identify main ideas and summarise these
- I can retrieve and record information
- I can ask questions to improve my understanding of a text
- I can draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence

Key Texts - The BFG by Roald Dahl

Literacy – set of instructions and alternative ending

- I can discuss writing similar to mine to learn from its structure, vocabulary and grammar
- I can create setting and plot
- I can compose and rehearse sentences orally to improve my writing
- I can organise my work into paragraphs around a theme
- I can use fronted adverbials and use commas after a fronted adverbial
- I can use expanded noun phrases using adjectives, additional nouns and prepositional phrases
- I can extend sentences using a range of conjunctions
- I can use conjunctions, adverbs and prepositions to express time and cause
- I can use simple organisational devices such as headings and subheadings
- I can choose nouns and pronouns appropriately for cohesion and to avoid repetition
- I can use and punctuate direct speech
- I can plan my writing
- I can evaluate and edit by proof-reading for spelling and punctuation errors and propose changes to grammar and vocabulary
- I can assess the effectiveness of my own and others' writing and suggest improvements
- I can read my writing aloud to a group/whole class using appropriate intonation, tone and volume

RE – Easter forgiveness

- I can recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians

Spanish

- I can say the alphabet in Spanish