

History 1:
The Stone Age – The Iron Age

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

(Examine artefacts, drama, Stone Age songs)



Science: Rocks and Soils

Pupils should be taught to:

- compare and group together different kinds of rocks on the basis of 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.

Working scientifically:

- Asking relevant questions and using different types of scientific enquiries to answer them.
- Using straightforward scientific evidence to answer questions or to support their findings.

(Tasmanian Trip – investigating rocks, soils and fossils.)

**TERM 1:
Travelling
Back
in Time**



Design Technology

Focus: Design- Understanding contexts users & purposes – I use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Technical Aspect: Structures- Shell – I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.

READING

- Stig of the Dump
- How to wash a woolly mammoth
- Stone Age Boy
- Ice Monster
- Escape from Pompeii
- Horrible Histories: Rotten Romans
- Avoid Being a Roman Soldier



Art: Charcoal Cave Drawings

- improve mastery of drawing, using charcoals

Geography: Mapping the UK

Pupils should be taught to:

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns: and understand how some of these aspects have changed over time
- Use the 8 points of a compass, four figure grid references, symbol and keys to build their knowledge of the United Kingdom
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

(Google Maps, Atlases)

Music: Carol Singing

- Play and perform in solo and ensemble contexts, using their voices.

Christmas Carol Concert.

French: Moi (All about me)

Focus:

- Listen attentively to spoken language and show understanding by joining in.
- Read carefully and show understanding of words, phrases and simple writing.



Computing: e-Safety

- Use technology safely respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range, of ways to report concerns about content and contact (Anti-bullying week).

Drama & role play activities.

**Y3/4 TERM 1:
Non - Theme**



PE:

1. Netball/ Football
2. Yoga
3. Swimming according to timetable.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, football, netball and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance through yoga
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

PHSCE / Health and Well-Being

Caring Friendships

Internet Safety
Online Relationships

Religious Education

How do people show care for others? Do only religious people care for others?

Thematic study

Developing knowledge about practices within religious traditions and their links to beliefs and sources. Developing knowledge of similarities between at least two religions.



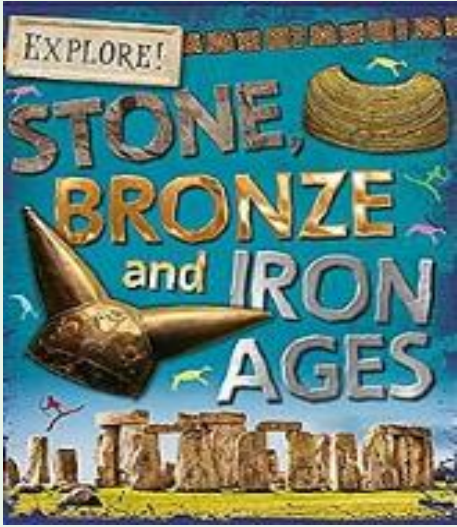
Belief, Authority, Impact of Belief

Why do Christians call Jesus the light of the world?


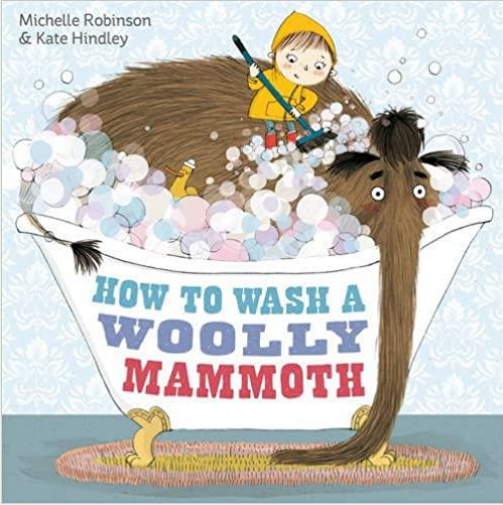
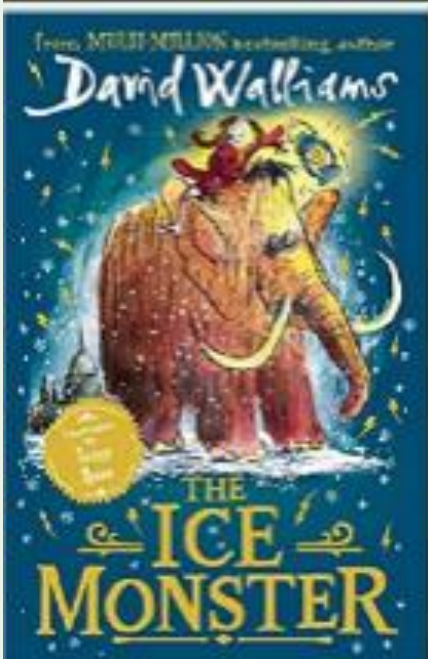
Developing knowledge of the Christmas story, Christian symbols, and practices today.



Year 3/4 Term 1 : - Travelling Back in Time

Vocabulary	Knowledge		Exciting Books
Similarity, difference, primary source, secondary source, evidence, conclusion, reliable, unreliable, Lithic Neolithic Palaeolithic Mesolithic BC / BCE Hunter gatherers Civilisation shelter prey	<p>The Stone Age period is said to have started around 3 million years ago.</p> <p>The Stone Age was followed by the Bronze Age, when humans started to use metal.</p> <p>The Bronze Age was followed by the Iron Age, when tools and weapons became more advanced and were used for farming.</p> <p>I know there are three periods during the Stone Age – Palaeolithic, Mesolithic and Neolithic.</p> <p>During the Palaeolithic Age man gathered food by hunting.</p> <p>During the Neolithic Age humans formed settlements and began farming.</p> <p>I know the Stone Age is when humans began to use stones and rock as tools and weapons.</p>	<h2>Objectives</h2> <h3>History and Science</h3>	
igneous	<p>I know that children in the Stone Age had a healthy diet as they ate fresh meat and fruit</p>	<p>History 1: The Stone Age – The Iron Age Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture (Examine artefacts, drama, Stone Age songs)</p>	
sedimentary		<p>Science: Rocks and Soils Pupils should be taught to: compare and group together different kinds of rocks on the basis of 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.</p> <p>Working scientifically: Asking relevant questions and using different types of scientific enquiries to answer them. Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>(Teemouth Trip – investigating rocks, soils and fossils.)</p>	
metamorphic	<p>I know that fossils are formed when things that have lived are trapped in rock for millions of years</p>		
permeable	<p>I know that there are many types of rocks with different characteristics and uses. I can name three types of rock</p>		
durable			
fossil	<p>Know that soil is a combination of rock and organic matter.</p>		

Year 3/4 Term 1: Travelling Back in Time

Vocabulary	Knowledge		Exciting Books
<p>design brief, design specification, evaluate, user, purpose, function, product, effectiveness, shell structure, three-dimensional, net, cube, cuboid, prism, vertex, edge, face, length, width, capacity, mark out, score, shape tabs, assemble, accuracy, material, stiff, reduce, reuse, recycle, fit for purpose, annotate, cross-section, prototype</p>	<p>I can work confidently in a range of contexts.</p>		
	<p>I can describe the purpose of my product.</p>		
	<p>I can indicate the design features of my product that will appeal to the intended user.</p>		
	<p>I can explain how particular parts of the product work.</p>	<p><u>Focus: Design- Understanding contexts users & purposes</u> – I use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p><u>Technical Aspect: Structures- Shell</u> – I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	
	<p>I can gather information about the needs and wants of the user.</p>		
	<p>I can develop my own design criteria and use these to inform my ideas.</p>		
	<p>I understand the definition & importance of strength, stability & stiffness.</p>		
	<p>I know that different shapes can strengthen & weaken structures & the materials can be manipulated to improve strength & stiffness.</p>		
<p>I understand that my learning from mathematics can help me design & make products that work.</p>			

Year 3/4 Term 1: Travelling Back in Time

Vocabulary			Knowledge
Screen shot			I know how to report a problem when using technology and social media.
			I know how to save a screen shot
Social media			I know responsible adults at home and school will help me
Cyber bullying			
Charred			I know that I should respect other users online
Shadow			I know to look carefully at an object/picture from all angles to accurately observe and draw it.
Shade			
observation			I know that Stone Age people used natural materials to create cave paintings
Sketch			I know that cave paintings found in Lascaux are 18,000 years old, from the Neolithic Period
ensemble		notes	I know that charcoal is the result of burning coals and chalk is a rock. They are both natural materials.
pitch		verse	
harmony		chant	I know how to project my voice in the direction of the audience.
chorus		unison	
solo	duet	trio	I know the importance of clear pronunciation and dynamics rather than volume.



Exciting Books

Objectives – Art, Computing and Music

Computing: e-Safety

Use technology safely respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range, of ways to report concerns about content and contact (Anti-bullying week).

Art: Charcoal Cave Drawings

improve mastery of drawing, using charcoals

Music

I can sing songs from memory with accurate pitch, either in a group or alone

Year 3/4 Term 1 : Travelling Back in Time! - Non Theme

Vocabulary		Knowledge
Ireland	island	I know that UK stands for United Kingdom
The names of the eight points on a compass		I know that London is the UK's capital city I know Edinburgh is the capital of Scotland, Cardiff the capital of Wales and Belfast is the capital of Northern Ireland
coordinates		I know that England, Scotland, Wales and Northern Ireland are countries in the United Kingdom
grid reference		
aerial photographs		I know that Great Britain refers to the British Isles and does not include Northern Ireland.
Key landmarks of the UK		I know the seas and ocean around the UK – Atlantic Ocean, North Sea, English Channel, Irish Sea.
Map symbols		I know that the River Severn is the longest river in the UK. I know that the Thames is in London.
Bonjour Ca va? mal Et toi? Ca va bien merci Je m'appelle ... Comme ci , comme ca Numbers one to ten		I know that the Tees, Tyne and Wear are local rivers.
		I know that Ben Nevis is the highest mountain in the UK.
		I know the function of a key on a map
		I know the eight points of the compass
		I know how to ask someone how they are.
		I know how to use some basic greetings and responses when meeting someone.
		I can say, read and write number names to 10.



Objectives – Geography and French

Geography: Mapping the UK

Pupils should be taught to:

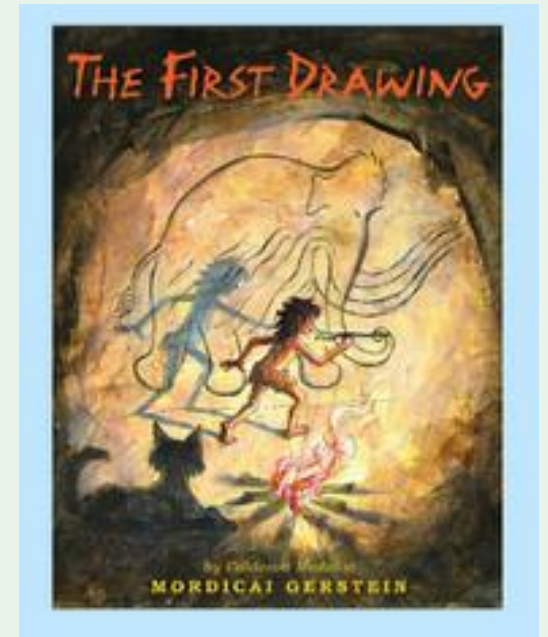
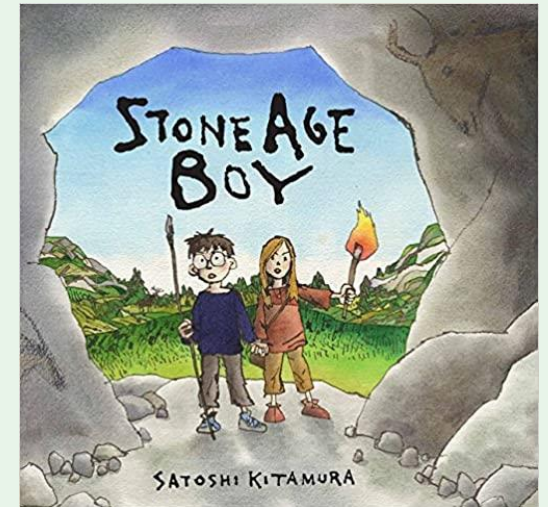
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns: and understand how some of these aspects have changed over time
Use the 8 points of a compass, four figure grid references, symbol and keys to build their knowledge of the United Kingdom
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Google Maps, Atlases)

French: Moi (All about me)


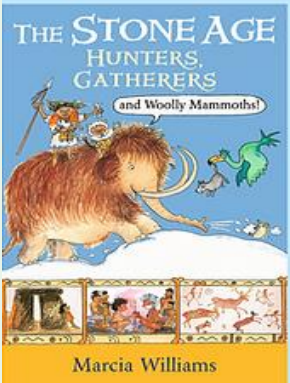
Focus:

Listen attentively to spoken language and show understanding by joining in.
Read carefully and show understanding of words, phrases and simple writing.

Exciting Books



Year 3/4 Term 1 : Travelling Back in Time- Non-Theme

Vocabulary	Knowledge		Exciting Books
<p>Caring friendships – friendship, secure, respect, truth, trustworthy, untrustworthy, welcoming, excluded</p> <p>Internet safety – social media, age restrictions, support, concerns.</p> <p>Online relationships – harmful content, blocking, reporting.</p>	<p>I know important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>Why social media, some computer games and online gaming, for example, are age restricted</p> <p>Where and how to report concerns and get support with issues online</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (Repeated in KS2 as part of Anti-Bulling Week/Online safety)</p>	<p>Objectives – PHSCE / Health and Well-Being and RE</p>	
<p>compassion, Jesus (Light of the World), Christianity, miracle, Mitzvah, tzedaka, Emanuel, synagogue, parable</p>	<p>I know how Christians today follow the commandment of Jesus (love God and love your neighbour as you love yourself)</p> <p>I know how Christians demonstrate love, charity etc e.g., Salvation Army</p> <p>I know Jesus was Jewish.</p> <p>How Jews show commitment, belonging to faith community and care for others e.g., tzedakah (charity), contribution to work of synagogue and helping others e.g., Jewish charities, caring for those in the community, Mitzvah Day.</p> <p>I know the parable of The Good Samaritan and the links to Judaism and Christianity.</p> <p>I know the main events of the Christmas story.</p> <p>I know how Christians celebrate Christmas today.</p> <p>I know that light has a special association with Christmas because Jesus said 'I am the Light of the World'.</p> <p>I can discuss the feelings I have about light and darkness and respond sensitively to the feelings of others.</p>	<p>PHSCE / Health and Well-Being</p> <p>Caring Friendships</p> <p>Internet Safety</p> <p>Online Relationships</p> <p>Religious Education</p> <p>How do people show care for others? Do only religious people care for others?</p> <p>Thematic study</p> <p>Developing knowledge about practices within religious traditions and their links to beliefs and sources.</p> <p>Developing knowledge of similarities between at least two religions.</p> <p>Belief, Authority, Impact of Belief</p> <p>Why do Christians call Jesus the light of the world?</p> <p>Developing knowledge of the Christmas story, Christian symbols, and practices today.</p>	