

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:

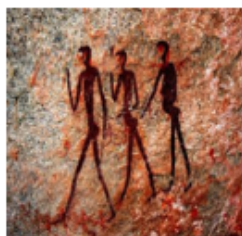
- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter.

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.

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

**TERM 1:
Travelling
Back
in Time**



DT / STEM- Design (structures and shelters – Visitor: Paul Hogg - half day sessions with half a class)

- 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
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- apply their 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**



PSHCE: New Beginnings

- New Beginnings (school and classroom rules)
- Anti-Bullying Week

Drama and role play.

RE:

How and why do religious people show care for others?

- 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. **Authority, Belief, Expressions of Belief**

PE:


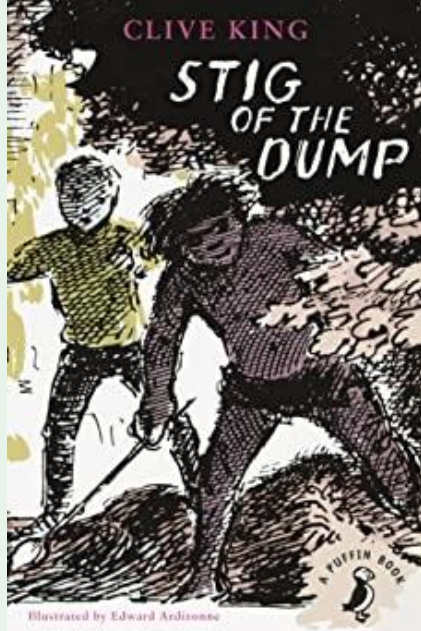
1. Netball/ Football
2. Yoga
3. Swimming according to timetable.

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.



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

Vocabulary		Knowledge		Exciting Books
Lithic	Neolithic	The Stone Age period is said to have started around 3 million years ago.		
Paleolithic		The Stone Age was followed by the Bronze Age, when humans started to use metal.		
Mesolithic	B.C.	The Bronze Age was followed by the Iron Age, when tools and weapons became more advanced and were used for farming.		
Hunter gatherers		I know there are three periods during the Stone Age – Palaeolithic, Mesolithic and Neolithic. During the Palaeolithic Age man gathered food by hunting.		
Civilisation			Objectives History and Science	
shelter		During the Neolithic Age humans formed settlements and began farming.	<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> <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>	
prey		I know the Stone Age is when humans began to use stones and rock as tools and weapons.		
Igneous		I know that children in the Stone Age had a healthy diet as they ate fresh meat and fruit		
Sedimentary				
metamorphic		I know that fossils are formed when things that have lived are trapped in rock for millions of years		
permeable		I know that there are many types of rocks with different characteristics and uses. I can name three types of rock		
durable				
fossil		Know that soil is a combination of rock and organic matter.		
				Assessment I can understand the challenges faced by children in the Stone Age and compare / contrast to our life today. Recognise that soils are made from organic matter. Ask relevant questions and use different types of scientific enquiries to support their findings.

Year 3/4 Term 1: Travelling Back in Time

Vocabulary		Knowledge
Fit for purpose		I develop a plan which includes annotation
strengthen	stiffen	I can develop a plan which includes cross sections and exploded diagrams.
Reinforce	prototype	
user	annotate	I can use prototypes in my planning
Cross-section		I know what fit for purpose means
Design brief	product	
Design criteria		I can use research to develop a realistic plan for my shelter.
Charred		I can investigate and analyse a range of existing shelters.
Shadow		
Shade		
pitch	tone	tempo
dynamic		timbre
harmony		chant
solo	duet	trio
pulse		unison
notes		I know how to project my voice in the direction of the audience.
ensemble		I know the importance of clear pronunciation and dynamics rather than volume.



Objectives – Art, Design Technology and Music

DT / STEM– Design (structures and shelters – Visitor: Paul Hogg - half day sessions with half a class)

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

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

apply their understanding of how to strengthen, stiffen and reinforce more complex structures

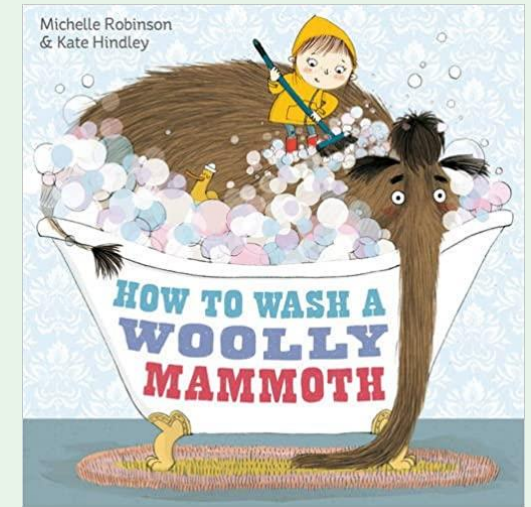
Art: Charcoal Cave Drawings

improve mastery of drawing, using charcoals

Music

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

Exciting Books




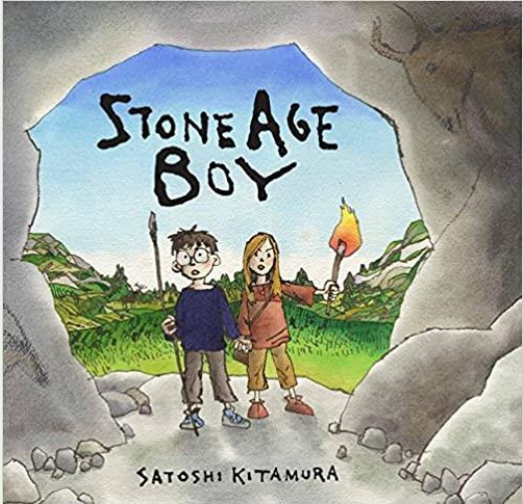
□ Assessment

I can apply understanding of how to strengthen, stiffen and reinforce more complex structures.


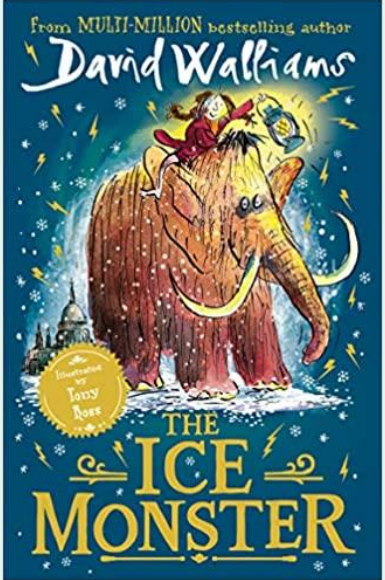
I can improve mastery of drawing by charcoals and chalks effectively.

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		Exciting Books
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.	<h2>Objectives – Geography and Computing</h2> <p>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)</p> <p>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).</p>	<h2>Assessment</h2> <p>I can name and locate countries and cities of the UK.</p> <p>Use technology safely, respectfully and responsibly.</p>
		I know that the Tees, Tyne and Wear are local rivers.		
		I know that Ben Nevis is the highest mountain in the UK.		
Cyber bullying		I know the function of a key on a map		
		I know the eight points of the compass		
		I know how to report a problem when using technology and social media.		
Social media		I know how to save a screen shot		
		I know responsible adults at home and school will help me		
Screen shot		I know I should respect other users online		

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

Vocabulary		Knowledge		Exciting Books
bonjour	Ca va?	I know how to ask someone how they are.		
mal	Et toi?	I know how to use some basic greetings and responses when meeting someone.		
Ca va bien merci		I can say, read and write number names to 10.		
Je m'appelle ...				
Comme ci , comme ca		I know the four main types of bullying		
Numbers one to ten				
physical	emotional	I know how to help others who are being bullied.	Objectives – French, PHSCE and RE <u>French: Moi (All about me)</u> Focus: Listen attentively to spoken language and show understanding by joining in. Read carefully and show understanding of words, phrases and simple writing. <u>PSHCE: New Beginnings</u> New Beginnings (school and classroom rules) Anti-Bullying Week Drama and role play. <u>RE:</u> <u>How and why do religious people show care for others?</u> 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 <u>Why do Christians call Jesus the light of the world?</u> Developing knowledge of the Christmas story, Christian symbols and practices today. Authority, Belief, Expressions of Belief	Assessment I can introduce myself – Bonjour, Je m'appelle – and know the numbers one to ten. I can tell you how someone who is being bullied is feeling. I know why Christians call Jesus the light of the world.
Social bullying		I know where to access support if I'm being bullied		
Cyber bullying				
Buddism	Dalai Lama	I know how and why religious people show care for others.		
Hinduism	Avalokitehvara			
compassion	Brahma	I know the main events of the Christmas story		
Chenrezig	Moksha			
Dharma	karma			
Christianity	miracle	I know how Christians celebrate Christmas today.		
Christingle	Jesus (Light of the world)			