



## Curriculum Map: What was new about the Stone Age?

### Humanities

As Historians, we will be investigating 'The Stone Age – What was new about the Stone Age?'. We will be exploring the changes in Britain from the Stone Age to the Iron Age and the accomplishments made along the way. We will use artefacts to reconstruct what life was like and how religion began to grow.

### Outdoor learning/allotment

Using our environment to explore how during the Stone Age, people used natural resources around them.

### Music

As Musicians, this term's learning is centred around 'Developing Notation Skills'. We will be learning the song 'How is where the heart is' thinking about the pulse, pitch, and tempo of the music. We will be creating and composing our own music, then playing and performing our music with others.

### MFL

In Spanish, the children will begin to explore wider vocabulary with a focus on 'Phonics Instruments'. We will be listening, speaking, reading, and writing using this new vocabulary, using this vocabulary in a range of supporting activities.

### Science

As Scientists, we will be exploring the topic 'Animals Including Humans'. We will be identifying different types of teeth and their simple functions as well as exploring food chains, identifying producers, predators and prey.

### PSHE

Our PSHE theme this half term is 'Feelings and Emotions'. We will find ways to support others when feeling upset or alone and synthesise how our feelings can relate to actions. We will explore how our feelings can have physical effects on our bodies and how to look after ourselves and manage our emotions in a healthy way.

### British Values

As a class we will be revisiting our British Values and understanding 'Individual Liberty'. We will be exploring how each of us are important and special and deserve to be heard.

### Homework

- Reading – Children will always have a reading book to read at home with an adult.
- Spellings & timestables – weekly to practice via Tapestry.

### RE

During this half term, we are going to explore 'Christianity – People of God, answering the big question 'What is it like for someone to follow God?'. We will discuss the placement of this concept in the Big Bible Story and explore the importance of the story of Noah and how this links to how some Christians live today. We will discuss how covenants with God are important.

### Computing

As Computers we will be exploring 'Using Technology'. The children will be exploring how to navigate the internet, searching, and exploring using children safe search engines. We will discuss how to make our searches more accurate, using key words to reduce the search results.

### Design and Technology

As designers, the children will explore Mechanisms, covering the key question 'What is the legacy of the Stone Age?'. We will design and make our own Stone Age hunting weapons, using research and artefacts to inform our designs. We will then evaluate our creations, comparing 'products' from the stone age and suggesting improvements.

### PE

As athletes, we will be exploring invasion games, working specifically on throwing, and catching skills. We will also be going Swimming, growing our confidence in the water and develop our skills in specific strokes such as front crawl and back stroke.



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### Basic skills in English

- To use expanded noun phrases to describe, adding detail to stories.
- To use imperative (bossy) verbs to give instructions.
- To use prepositions to describe place, time and cause.
- To use fronted adverbials to vary sentence structure.

### Basic skills in Maths

- To apply column addition and subtraction skills consistently.
- To understand capacity, reading and comparing scales.
- Improve knowledge of multiplication tables (up to 12x12).
- To develop a secure foundational knowledge of place value, using a place value chart and physical resources to grown knowledge and understanding.

### English:

#### Instructions (T4W):

- To use the first two or three letters of a word to check its spelling in a dictionary.
- To organise paragraphs around a theme (as a way to group related material).
- To assess the effectiveness of their own writing and suggest improvements after a discussion.
- To express time, place and cause using prepositions (For example, before, after, during, in, because of).
- To increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
- To use fronted adverbials.

#### Diary Entry:

- To know the grammatical difference between plural and possessive –s.
- To know what is meant by homophones.
- To discuss and record ideas for planning using a range of formats e.g. story maps, flow charts etc.
- To use and recognise nouns, adjectives and adjectival phrases.
- To expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: The strict maths teacher with curly hair.
- To continue to build muscle strength, enabling comfortable writing at.

#### Reading Skills –

- To use the context of sentences to help with reading unfamiliar words.
- To retell and write about a range of familiar stories.
- To use dictionaries to check the meaning of words that they have read.
- To self-correct where a text does not make sense.
- To ask and write questions to improve own understanding of a text.
- To retrieve and record information from non-fiction.
- To use a range of organisational features to locate information such as labels, diagrams and charts.
- To read books that are appropriate for age and interest level.
- To discuss, explain and write about the meaning of key vocabulary within the context of the text.
- To check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context.
- To self-correct where a text does not make sense.
- To ask questions to improve their understanding of a text.
- To participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

### Maths:

#### Place Value –

- Numbers to 1000/10,000.
- 1000s, 100s, 10s, and 1s.
- 1000, 100 and 10 more/less.
- Compare and order numbers to 1000.10,000.
- Partitioning.
- Rounding (to 10).

#### Addition and Subtraction –

- Add/subtract multiple of 100.
- Add/subtract 3-digit/40digit numbers and 1000s, 100s, 10s and 1s.
- Add/subtract 3-digit and 2-digit numbers.
- Add/subtract 4-digit and 3-digit numbers with one exchange.

#### Multiplication and Division –

- Equal groups
- Multiply and divide by 4.
- Missing number problems.
- Multiply and divide by 1 and 0.
- Count in 6s and 7s.
- Multiply and divide by 6 and 7.

#### Fractions –

- Non-unit/unit fractions.
- Making the whole.
- Fractions greater than 1.

#### Geometry (Position and Direction/ Shape) –

- Turns.
- Angles (right, acute, obtuse).

#### Geometry (properties of Shape) –

- Identify angles.
- Compare and order angles.
- Compare and classify triangles.
- Perimeter of rectilinear shapes.