

Geography

To investigate places and patterns by:

- Asking and answering geographical questions about locations where volcanoes and earthquakes are prevalent.
- Using maps and atlases to locate areas of importance in our historical studies.
- Naming physical characteristics of hills, mountains, cities and key topographical features.
- Naming and locating the equator, the Northern and Southern Hemispheres and the Tropics.

History

To investigate and interpret the past by:

- Using evidence to ask questions and find answers about pre-history and the Stone Age.
- Suggesting suitable sources of evidence for enquiries into life in the Stone Age.

To build an overview of world history by:

- Describing the social, ethnic, cultural and religious diversity of communities from pre-history.
- Describing the characteristics of the Stone Age.

To understand chronology by:

- Using dates and terms to describe events from pre-history.
- Understanding the concept of change over time.

Art/DT To master practical skills by:

- Following a "Stone Age" recipe and preparing ingredients hygienically.
- Join textiles with appropriate stitching.

To develop ideas by:

- Adapting and refining "cave art".

To master techniques by:

- Using clay to make Stone Age pots or tools.

Computing

To communicate by:

- Using a range of applications and devices in order to communicate ideas, work and messages.

To code events, motion and looks by:

- Controlling motion by specifying the number of steps to travel, direction and turn.
- Specifying user inputs (such as clicks) to control events.
- Adding text strings, show and hide objects and changing the features of an object.

Science To work scientifically by:

- Gathering, recording and classifying data about rocks and types of soils.

To understand animals and humans by:

- Constructing and interpreting a variety of food chains relevant to the Stone Age by identifying predators and prey.

To understand evolution and inheritance by:

- *Recognising that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.*

To investigate materials by:

- Comparing and grouping together different kinds of rocks on the basis of their simple, physical properties.
- Describing in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.

PSHE

Music

We will be consolidating basic recorder skills, reading and playing the first few notes.

Maths

To multiply and divide by:

- Solving problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects).
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- Recognise and use factor pairs and commutativity in mental calculations.
- Recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems.
- Recall multiplication and division facts for multiplication tables up to 12×12 .

Languages

We will be listening to Spanish and showing understanding by joining in and responding.

We will learn to speak simple sentences in Spanish using vocabulary learned- days of the week, months of the year, greetings and birthdays.

RE- Christianity and Islam

To understand practices and lifestyles by:

Identifying religious artefacts and explaining how and why they are used. Describe religious buildings and explain how they are used.

To understand how beliefs are conveyed by:

Identifying religious symbols in the arts.

Woolly Mammoths and Volcanoes

PE

The children will play competitive games, modified where appropriate. This term emphasis will be on netball. They will build on their existing skills and apply basic principles suitable for attacking and defending. The children will gain confidence in passing the ball to team mates at appropriate times and will lead others and act as a respectful team member. They will develop further practical skills in order to participate, compete and lead a healthy lifestyle.

English

To organise writing appropriately by:

- Using organisational devices such as headings and sub headings when presenting non-fiction information about our topics.
- Using the perfect form of verbs to mark relationships of time and cause during our study of "Stone Age Boy".
- Using connectives that signal time, shift attention, inject suspense and shift the setting when we write our own narrative based on the story.

To use sentences appropriately by:

- Using a mixture of simple, compound and complex sentences.

Write sentences that include:

- conjunctions, adverbs, direct speech with punctuation and adverbial phrases.

To listen carefully and understand by:

- Engaging in discussions and making interesting points about The Stone Age, rocks and soils, volcanoes and earthquakes.

To develop a wide and interesting vocabulary by:

- Using interesting adjectives, adverbial phrases and extended noun phrases in discussion.

To understand texts by:

- Drawing inferences from reading.
- Predicting from details stated and implied.
- Recalling and summarising main ideas.
- Discussing words and phrases that capture the imagination.
- Retrieving and recording information from non-fiction, using titles, headings, sub-headings and indexes.