

Stone Age
Spring 2021-2022

Numeracy	<p>Power Maths Y3 Multiplication and Division, Statistics, Length and Fractions</p> <p>Y4 Multiplication and Division, Area, Fractions and Decimals</p>
Literacy	<p>Stories based in a historical setting, instructions and poetry.</p> <p>Guided reading- Varjak Paw</p>
Science	<p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>
RE	<p>'Why and how do faiths use prayer?'</p>
PSHE	<p>Keeping myself safe To give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p>To know a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>To give examples of positive and negative influences, including things that could influence me when I am making decisions.</p>
History	<p>History</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times • Suggest causes and consequences of some of the main events and changes in history • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries.

	<ul style="list-style-type: none"> • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • Use dates and terms to describe events. • Understand the concept of change over time, representing this, along with evidence, on a time line • Use appropriate historical vocabulary to communicate, including: Dates, time period, era, change, chronology • Place events, artefacts and historical figures on a time line using dates • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
<p>Art</p> <p>Design and Technology</p>	<p>Painting</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <ul style="list-style-type: none"> • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour <p>Mechanics- Making a Pneumatic toy</p> <ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). • Disassemble products to understand how they work. • Use software to design and represent product designs. • Refine work and techniques as work progresses, continually evaluating the product design. • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials)
<p>Computing</p>	<p>Design, write and debug programs that accomplish specific goals. (Including outputs)</p> <p>Use repetition in programs.</p> <p>Work with various form of inputs; keyboard, mouse and touch screen.</p> <p>Write programs that simulate physical systems.</p> <p>NC statement - <i>Design, write and debug programs that accomplish specific goal, including simulating physical systems.</i></p> <p><i>Use sequence and repetition in programs; work with various forms of input.</i></p>
<p>French</p>	<p>Family</p> <p>To remember most of the language covered in the 'Presenting Myself' unit but may need some prompting with odd words and phrases as and when they are revisited in this unit.</p> <p>To know the words for family members in French and, with support, say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and what they are called.</p> <p>To begin to change the verb from from 'I am called' to 'he/she is called'.</p>

	<p>To begin to recognise numbers 1-70 in French but will need some form of support when counting them. To use this knowledge to say how old various family members are but may need help changing the verb from 'I am ...years old' to 'he/she... is years old'.</p>
Music	<p>Music and Drama festival</p> <p>Recorders- Peripatetic lessons for whole class</p>