



Key Questions: What impact did the Stone Age to Iron Age have on our modern world?

Curriculum enhancements: Visit to Ryedale Folk Museum to spend a day in the life of a pre-historic member of the community. Artefact workshop.

English Links: e.g. Class Novel / Cross-curricular Writing: Ug

Science (Populate from Kent Scheme of Work)

Content and skills: Y3/4 – Light – Spring 1 Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the sizes of shadows change. Y3/4 –Rocks - Spring 2 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.

Assessment Notes:

Computing

Spring 1- E-safety

- Respect the ideas and communications of others encountered online
- Understand that emails/messages have to be sent to a specific address and emails from unknown sources should not be opened
- Know how to respond to emails from expected and unexpected sources
- Write emails, add relevant attachments in a polite and friendly manner
- Understand the need to keep information private in order to protect me when I'm communicating online
- Post positive comments online and understand that blogs/forums can be seen by wider audiences
- Understand that putting personal information online means it may be seen and used by others
- Understand that it is important to ask an adult before downloading files and games from the internet
- Talk about keeping safe online at home and at school

Spring 2- data handling

- Talk about different ways data can be organised
- Understand that ICT can be used to create different graphs that show data
- Collect and read data to help me answer a question
- Understand what a database is and that information can be held as numbers, choices of text
- Decide the date needed to answer a specific question
- Understand if data has not been entered in a graph, chart or database, it cannot be used to provide answers to questions
- Use ICT to organise, present, analyse and interpret data appropriately into tables, diagrams, tally charts, pictograms and bar charts

Assessment Notes:

Art and DT

Content: Designing and producing cave paintings, design, create and evaluate Stone Age weapons, Iron Age **weaving**

Skills:

- Design and create a stone age tool fit for purpose
- Design - ongoing
- Recognise their designs have to meet intended audience needs
- Communicate ideas in different ways – discussion/labelled sketches/lists/ICT
- Plan a simple sequence of actions
- Shape, assemble and rearrange a range of materials and components to model ideas.
- Consider purpose, appearance and conservation
- Evaluate – ongoing
- Evaluate, disassemble and analyse a range of existing products

Assessment Notes:

RE

Content: What does it mean to be a Hindu in Britain today?
-Trip: visit a Hindu religious site (Bradford Bombay Stores).

Skills:

- Describe puja and how it shows Hindu faith
- Make connections with some Hindu beliefs and teachings about aims and duties in life
- Describe some ways in which Hindus express their faith through puja, aarti and bhajans.
- Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).
- Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others
- Describe how the life of Gandhi shows Hindu beliefs in action (C2)

Assessment Notes:

<p>History Content: Changes in Britain from the Stone Age to the Iron Age Skills: know and understand where the Stone Age/Iron Age is in a coherent, chronological narrative, from the earliest times to the present day understand the methods of historical enquiry, including how evidence is used understand historical concepts such as continuity and change, cause and consequence, similarity, difference gain and deploy a historically grounded understanding of abstract terms such as peasantry. Visiting historian (Catherine) and as well as using Skara Brae as an example encompass the above Assessment Notes:</p>	<p>Geography Content: Looking at early British settlements; compare/contrast to modern landscapes linking with the history being taught Skills: 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 physical geography, including: vegetation belts, rivers, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Assessment Notes:</p>	<p>PSHCE Content: Health and Wellbeing Skills: Revisit what positively and negatively affects their physical, mental and emotional health. Understanding what a balanced lifestyle is Continue to build vocabulary for expressing emotions. ☑ Reflecting and celebrating achievements, understanding strengths and setting goals. Recognise, predict and assess risks. Understand how bacteria/viruses affect health and be able to follow simple routines to prevent spread. What is meant by the term ‘habit’ and why they can be hard to change Understanding that their body will change as they grow up. Strategies for keeping safe online including the importance of keeping images safe. Responsible use of mobile phones including safe keeping and safe user habits. Assessment Notes:</p>
<p>PE Content: Learning the key skills involved in Basketball and Tag rugby and participate in competitive situations. Skills:</p> <ul style="list-style-type: none"> Travel with a ball showing increasing control using both hands and feet. Use a range of skills that allow them to keep hold of the ball, before passing to a member of their team. Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see Assessment Notes: 	<p>Music Content: Singing, Listening, Composition, Dalcroze, prepare for curriculum concert Skills:</p> <ul style="list-style-type: none"> Listen to ‘Also Sprach Zarathustra’ (link to topic-watch‘The Dawn of Man’ scene from 2001 A Space Odyssey.) Discuss why this music was used, what it was originally written for, ‘elements’ words-active listening including movement/dance. Compose own pieces based on ASZ-guided composition to perform a group piece Learn Chord C (Y3) & CFAm (Y4) on Ukeleles Learn to sing Kkookaburra’ & ‘Lime & Coconut’ & accompany with ukuleles Achieve Yellow belt RK (Y3) & Green/Purple (Y4) Learn Stone Age song for Spring Concert <p>Assessment Notes</p>	<p>French Spring One - Seasons, The Weather, Clothes On-going – Days / Months / Numbers / Colours / Cognates Grammar - le/la/les/ un, une / Commands Spring Two – My Family, Animals On-going – Greetings /Numbers/ Days,Months / Classroom Commands Grammar – Gender/ adjectives of colour Overview of Skills Taught -Listening / Speaking (Pronunciation) Reading / Writing -Listen for key words, information, learnt vocabulary -Respond to questions- gestures, orally, on white boards -Respond to instructions / Commands -‘Have a go’ pronunciation / Repetez / Sounds -Reading – ask for support with pronunciation -Follow song/ simple story -Read and understand vocabulary / short phrases -Write some words from memory -Work with-Whole class/ Group/ Pairs/ Individual/Parlez Parlez Assessment Notes</p>

