



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:** Boy with the Bronze Axe

Science (Populate from Kent Scheme of Work) Properties and Changes of Materials

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Assessment Notes:

Computing

Content: How can we stay safe online? What should we share online?

What is cyber-bullying? How can we use data handling technology to work more effectively and efficiently?

Skills:

Spring 1- E-safety

- Share and exchange ideas using emails/electronic communication respectfully
- Understand the risk of providing personal information online both inside and outside of school
- Identify secure servers online (padlocked websites)
- Know that I have the right to be protected from inappropriate use of technology by others
- Understand that people might publish content that is not accurate
- Understand and discuss the need to use privacy settings on social media sites
- Be aware that people may not create honest profiles of themselves online
- Discuss the benefits and dangers of communicating online/through different forms of technology

Spring 2- data handling

- Create different types of graphs and charts that are appropriate to the data I am using – I can use this to answer specific questions
- Interrogate a database using suitable questions
- Recognise that information presented on a screen represents data collected
- Use ICT to sort objects into groups according to given criteria and identify criteria for sorting objects on a screen
- Decide the data needed to answer a set of related questions
- Use pictogram software to represent and interpret data quickly and easily
- Use a pictogram to create and help answer questions
- Use frequency tables, bar graphs and line graphs that represent the frequencies of events/changes over time

Assessment Notes:

Art and DT

Content: To design, create and evaluate a Stone Age inspired piece of jewellery (Spring 1) and a cave painting (Spring 2) as well as designing an Iron Age Recipe

Skills:

Cooking (See also the separate Cooking plan)

Learn about the seasonality of foods.

Design and create a piece bronze age jewellery for purpose

Design - ongoing

Recognise their designs have to meet intended audience needs

Collect information from a number of different sources to help with design ideas

Communicate ideas in different ways; discussion, annotated sketches, scale drawings, CAD, exploded diagrams, prototypes and pattern pieces

Sketch/model alternative ideas

Develop step-by-step plans and modify them as appropriate through

discussion, drawing and modelling

Consider costs and availability of materials

Evaluate – ongoing

Evaluate and analyse a range of existing products made by

themselves and others

Evaluate their ideas, plans and products against the design criteria (purpose, appearance, reliability, safety, cost, availability of materials)

Test and evaluate their work as it develops, making adjustments when necessary

Consider the views of others to improve their work

Technical Knowledge

Investigate more complex structures and find ways to support, reinforce and strengthen them

Assessment Notes:

RE

Content: If God is everywhere, why go to a place of worship?

Skills:

- Describe and explain differences within Anglican and Baptist churches
- Make links between Christian beliefs and features of these places of worship.
- Describe differences between worship in the home and at the mandir
- Describe the differences between different Jewish synagogues.
- Make links between Jewish beliefs and features of Jewish places of worship.
- Describe what places of worship are for
- Describe what people from different religions would say the most important function of their place of worship is
- Make links between Hindu beliefs and worship.
- Give examples of how places of worship are helpful to believers in difficult times
- Explain how and some people see the place of worship as being more about the people than the building

Skills:

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: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world -understand the methods of historical enquiry (using chrome books, photographs, artefacts, literature) including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed -understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance (dwellings, food, jobs) in , and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses -gain and deploy a historically grounded understanding of abstract terms such as 'parliament' and '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 might influence their choices about a balanced lifestyle. -Recognise conflicting emotions and when to listen or overcome these. -Reflecting and celebrating achievements, understanding strengths and setting goals. -Learn about change, including transition, bereavement, separation and divorce. -Recognising how increased independence brings increased risk and responsibility. -Know basic emergency aid procedures and where to get help (external first aid training) -Develop techniques for resisting pressure to do something dangerous, unhealthy or that they think is wrong. -Knowing about the potential damage of readily available substances and drugs (alcohol, tobacco and energy drinks) as well as those that are illegal. -Learning about human reproduction -Understanding that inappropriate contact and actions such as FGM are a crime and develop the skills/strategies to get support. -Revisit how to manage requests of images of themselves and what is appropriate to share. Assessment Notes:</p>
<p>PE Skills: <u>Teacher – Football and Netball</u> Travel with a ball showing changes of speed and directions using either foot or hand. use a range of techniques when passing, eg high, low, bounced, fast, slow Keep a game going using a range of different ways of throwing Strike a ball with intent and throw it more accurately when bowling and/or fielding Effectively play a competitive net/wall game Keep and use rules they are given Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights Judge how far they can run to score points <u>Total Sports – Gymnastics and Hockey</u> Perform a range of rolls showing different entrances and exits. perform combinations of actions and abilities that show clear differences between levels, speeds and directions, with fluency and accuracy Perform actions, shapes and balances with good body tension and extension Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions</p>	<p>Music Content Instruments, Singing & Performance Skills: Work towards performance in the Spring Concert</p> <ul style="list-style-type: none"> • Rehearse 'Tiger Tiger' song begun in Autumn 1 to performance level in 2 parts with clear pitch, expression & dynamics • Critique different recordings of this song & discuss what makes a good performance-apply to our own! • Achieve Black (Y6) & Blue (Y5) RK belts. Y6 perform 'Ode to Joy' as a duet • Learn chords to 'Counting Stars' on Keys & Ukeleles, Vocals & Untuned Percussion, plus own instruments. (Am,C,G,F) . Work towards performance • 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 	<p>French Content:- Spring One - Seasons, The Weather, Clothes <u>On-going</u> – Days / Months / Numbers / Colours / Cognates <u>Grammar</u> - tu / vous le/la/les/un une / Commands / simple verbs Spring Two – My Family, Animals On-going – Greetings /Numbers/ The Date / Classroom Commands Grammar – Gender / simple verbs / adjectives of colour, size 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 with greater confidence -Use accurate pronunciation & intonation / Repetez / Sounds -Reading – Have a go – ask for support with pronunciation -Follow text, song, story -Read and understand longer sentences -Dictionary Use / Vocabulary / Simple Translation / -Write phrases from memory / Adapt sentences using a model -Work with-Whole class/ Group/ Pairs/ Individual/Parlez Parlez -Surveys to encourage speaking / Speak with increasing confidence</p>

Repeat longer sequence, with an emphasis on extension, clear body shape and changes in direction;
adapt sequences to include a partner or a small group

Assessment Notes:

- **Assessment Notes**

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