

Literacy

Using the text 'Ug, Boy Genius of the Stone Age,' the children will look at the features of a comic strip, identifying caption boxes, speech bubbles, and thought bubbles. They will then re-write the comic strip in the form of a narrative text, learning how to punctuate direct speech in narrative writing and using fronted adverbials to sequence events. The children will then be challenged to innovate the story and write a sequel in which Ug is searching for a different anachronism (something belonging to a different time period)!

Having learnt many facts about the Stone Age, the children will be setting up their own Stone Age museum. They will be challenged to create an information leaflet to accompany a tour of the different exhibits. The children will learn to organise their writing into paragraphs, focussed on different themes. The children will consider how they might present information in different ways, such as flowcharts, labelled diagrams and timelines. They will create glossaries so that the reader can understand some of the topic words they have used in their writing.

Finally, the children will write a letter to Ug telling him what life will be like in the future!

History

The children will learn that timelines can go a long way back into the past and will sequence the main time periods from the Stone Age through to the Iron Age. They will find out who the 'hunter-gatherers' were and how they survived in Stone Age Britain. They will consider how things changed in Britain when people began to settle in farming communities like Skara-Brae. Moving on to the Bronze Age, the children will take a virtual tour of Stonehenge and explore different theories around why it was built. They will look at the changes between the Stone Age and the Bronze Age, including the discovery of bronze, how it was made and why it was so important. They will learn that people in the Bronze Age were buried alongside objects that were important to them and recognise that artefacts found in Bronze Age burial sites can give us information about what life was like in this period. Finally, the children will consider what life was like in an Iron Age hill fort in Britain. They will reflect on how life in this period might have been different from life today.

Design Technology

Ug is searching for some comfy trousers and so the children will be challenged to make him a pair. They will learn to:

- Choose textiles carefully, considering appearance and functionality
- Join textiles in different ways
- Use a simple fabric shape to make a 3D textiles project.

Mathematics

The children will look at drawings found in La Pileta cave, considering what they might represent and how Stone Age people may have counted. They will then be challenged to make up and explain their own way of recording counting. In their work on measures, the children will weigh different rocks whilst investigating their properties. Using scaling, they will make an accurate model of Stonehenge, applying their times tables knowledge. The children will learn to multiply a 2-digit number by a single-digit number and divide a 2-digit number by a single-digit number.

Religious Education

Christmas: In this unit, the children will reflect on the nature of Jesus' birth through the experience of the shepherds.

Revelation: This theme introduces the Presentation and Baptism of Jesus as moments of God's revelation. The children will explore the different parts of the Mass and recognise the Liturgy of the Word as the part in which God is revealed to His people. The children will look at what Sikhs do at the Gurdwara (Sikh Temple) as well as the holy days and festivals of the Sikh religion.



The Savage Stone Age

Enrichment

At the end of our theme the children will be setting up their very own museum to show the rest of the school what they have learnt about the Stone Age, Bronze Age and Iron Age. The museum will be full of artefacts and information that we have gathered throughout the topic.

PSHE/RHE

In RHE this half-term, the children will focus on their emotional well-being. They will learn that emotions change as they grow up (including hormonal effects) and will deepen their understanding of the range and intensity of feelings they might experience. Linked to their focus text, the children will recognise that 'feelings' are not good guides for action and will begin to understand what emotional well-being means. They will learn that positive actions and talking to trusted people can help emotional well-being.

Physical Education

Dance: 'Weather' will be used as a stimulus as the children learn to perform dances with an awareness of their rhythmic, dynamic and expressive qualities. The differences in body movements for different weather conditions will be explored. The ideas of 'unison' and 'canon' will be introduced – the children will be able to explain the difference between the two and incorporate them into their dance. Coupled with the use of different levels, the children will begin to produce dances that contain all the compositional features needed for a high-quality performance.

Science

The children will learn about how sedimentary, metamorphic and igneous rocks are formed. They will then compare and group together different kinds of rocks on the basis of their appearance and their physical properties. The children will look closely at the rocks to discover whether they have grains, crystals or fossils within them.

The children will explore the similarities and differences between rocks and investigate what happens when different rocks are rubbed together. They will also observe what changes occur when different rocks are placed in water.

The children will learn about the different layers of soil. By studying fossils collected from local beaches, they will research the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.

Computing

Networks - Connecting Computers: The children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will be introduced to computer networks, including devices that make up a network's infrastructure such as wireless access points and switches. Finally, the children will discover the benefits of connecting devices in a network.

The children will also use the iPad and computers to aid them in their research about the Stone Age through to the Iron Age. They will compare this to non-digital information sources.

Art and Design

The children will study cave paintings and learn how people living in the Stone Age made paint from earth pigments. Having looked closely at Lascaux Cave, Magura Cave, and Cuevas De Las Manos/Cave of the Hands, the children will recognise that most cave paintings were of animals or hunters and that a cave could be full of many paintings by many different painters. The children will all contribute to shared, large-scale pieces of cave art using natural colours. The class will create their own 'Cave of the Hands.'

Music

The main focus of this topic is 'We Will Rock You' by Queen. The children will create simple crotchet and quaver rhythm patterns to phrases connected to the Stone Age. They will learn the chords Am, C and G on the ukulele and revise the notes G, A, B and C on the recorder before performing 'We Will Rock You' (with lyrics about the Stone Age) in a class ensemble. The children will also learn how musical instruments would have been made in the Stone Age.