'Delivering a curriculum that inspires children to enquire, imagine, develop and achieve'

## Topic Title: Stone Age

High Quality Outcomes: To share their understanding of the Stone Age with another year group.

Planned Celebrations: I'm a celebrity themed Christmas party.
Core Value Focus: Respect Aspiration Responsibility, Kindness

Computing Geography History RE MFL Design-Technology Food-Technology Art Music PSHE

|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
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| $\begin{aligned} & 2 \\ & \frac{2}{a} \\ & \frac{1}{v} \end{aligned}$ | Addition and subtraction | Addition and subtraction | Multiplication and Division | Multiplication and Division | Multiplication and Division | Multiplication and Division | Multiplication and Division | Consolidation |
|  | Recount <br> Stage 1 and 2 - Familiarising with the text and learning key skills. | Recount <br> Stage 3 - application and synthesis. | Recount <br> Stage 4 - Plan, draft, redraft a recount of our trip to Kents Cavern. | Time travel setting description Stage 1 and 2 - Famil iarising with the tex and learning key skills. | Time travel setting description. Stage 3 - application and synthesis | Time travel setting description. Stage 4 - Plan, draft redraft a recount of our trip to Kents Cavern | Big write and writing in other subjects. | Christmas activities |
|  | Direct teaching of ERIC skills. | Direct teaching of ERIC skills. | Direct teaching of ERIC skills. | Direct teaching of ERIC skills. | Direct teaching of ERIC skills. | Direct teaching of ERIC skills. | Direct teaching of ERIC skills. | Christmas activities |
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|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
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| 気 | Spelling focus：＇$s$＇ spelt c before e i y | Spelling focus：＇$s$＇ spelt c before e i y | Spelling focus： ＇u＇sound spelt o | Spelling focus： ＇u＇sound spelt o | Spelling focus：＇$a$＇most common vowel after w or qu | Spelling focus：＇$a$＇most common vowel after w or qu | Spelling focus：Suffix－ es－ment ness ful less | Spelling focus：Suffix－ es－ment ness ful less |
|  | Typing and Coding | Typing and Coding | Typing and Coding | Typing and Coding | Typing and Coding | Typing and Coding |  |  |
| To | Year 3－Handball and Dance Year 4－Handball and Gym－ nastics | Year 3－Handball and Dance <br> Year 4－Handball and Gym－ nastics | Year 3－Handball and Dance <br> Year 4－Handball and Gym－ nastics | Year 3－Handball and Dance <br> Year 4－Handball and Gym－ nastics | Year 3－Handball and Dance <br> Year 4－Handball and Gym－ nastics | Year 3－Handball and Dance <br> Year 4－Handball and Gym－ nastics | Year 3－Handball and Dance <br> Year 4－Handball and Gym－ nastics | Year 3－Handball and Dance <br> Year 4－Handball and Gym－ nastics |
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|  | LO：To understand the major prehistoric human achievements | LO：To arrange events from the past in chronological order | LO：To find out about some aspects of life in Skara Brae | LO：To consider the choices that people faced from the Stone Age to the Iron Age | LO：To find out the mean－ ing of historical terms related to prehistory | LO：To consider the chal－ lenges faced by early humans compared to today． |  |  |
| 刃 | Judaism | Judaism | Judaism | Judaism | Judaism | Judaism |  |  |
| $\xrightarrow{\square}$ | － | － | － | Artist study Owen Jones | Printing techniques in the style of the artist and designing print． | Experimenting with printing techniques． | Final piece－ wrapping paper． |  |
| 3 <br> $\substack{\sum \\ \frac{5}{n} \\ \\ \hline}$ | Yr 3 －Ukulele <br> Yr 4－Glockenspiel | Yr 3 －Ukulele <br> Yr 4－Glockenspiel | Yr 3 －Ukulele <br> Yr 4－Glockenspiel | Yr 3 －Ukulele <br> Yr 4－Glockenspiel | Yr 3 －Ukulele <br> Yr 4－Glockenspiel | Yr 3 －Ukulele <br> Yr 4－Glockenspiel |  |  |
| 析 | － | － | － | － | － | － | － | － |
| 3 | Names of family | Introducing relatives | Numbers 11－20 | Number 11－20 | Christmas traditions | Christmas traditions | － | － |
|  | JIGSAW－Celebrating difference | JIGSAW－Celebrating difference | JIGSAW－Celebrating difference | JIGSAW－Celebrating difference | JIGSAW－Celebrating difference | JIGSAW－Celebrating difference | JIGSAW－Celebrating difference | JIGSAW－Celebrating difference |

