



**Topic driver: Stone Age**

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Read aloud text:</p> <p>Reading</p>	<p>Sneaky Peak</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p>Non-fiction</p> <p>Skara Brae</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p>Non-fiction</p> <p>Stone Henge</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p>Fiction</p> <p>Fabel</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p>Non-fiction</p> <p>Stone Age Newspaper article</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p>Poetry</p> <p>Stone Age poem</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	
<p>Writing</p>	<p><u>Stone age</u></p> <p>Non-chronological report</p> <p>Researching information about the Stone age, writing up facts about tools and weapons</p>	<p><u>Stone age</u></p> <p>Non-chronological report</p> <p>Researching information about the Stone age, writing up facts about their home and what they ate</p>	<p><u>Stone age</u></p> <p>Stone age boy</p> <p>To write instructions on how to create a fire, create tools and prepare animals for clothes during the stone age.</p>	<p><u>Stone age</u></p> <p>Stone age boy</p> <p>To write a diary about meeting someone from the Stone Age</p>	<p><u>Stone age</u></p> <p>Stone age boy</p> <p>To write a diary in the perspective of someone from the Stone Age</p>	<p><u>Stone age</u></p> <p>Newspaper</p> <p>To use factual information</p> <p>To use inverted commas to quote an expert</p> <p>To use pictures and captions</p>	<p><u>Stone age</u></p> <p>Non-chronological report</p> <p>Researching information about the Stone age, writing up facts about tools and weapons</p>
<p>Maths</p>	<p><u>Angles and shape</u></p> <p>-Use angles to describe turns and explore properties of shapes</p> <p>-Identify angles inside a 2-D shape</p> <p>-Recognise right angles and their relationship to quarter turns</p> <p>-Understand the terms 'acute' and 'obtuse'</p>	<p><u>Angles and shape</u></p> <p>-Use a right-angle checker to identify perpendicular lines - Draw perpendicular lines -Identify and explain parallel lines -Identify rectangles including squares</p>	<p><u>Angles and shape</u></p> <p>-Create 2-D shapes and describe the properties of 2-D shapes</p> <p>-Draw a 2-D shapes and calculate the perimeter</p> <p>-Describe the properties of 3-D shapes</p> <p>- Identify and describe lines of symmetry in 2-D shapes</p>	<p><u>Measures</u></p> <p>-Read weighing scales with different intervals -Weigh and compare mass in mixed units</p> <p>-Estimate mass</p>	<p><u>Measures</u></p> <p>-Read scales when measuring volume - Measure and compare capacities in mixed units</p> <p>-Estimate capacity</p>	<p><u>Measures</u></p> <p>-Solve addition and subtraction word problems</p> <p>-Solve multiplication and division word problems</p> <p>-Solving problems on measure</p>	<p><u>Angles and shape</u></p> <p>-Use angles to describe turns and explore properties of shapes</p> <p>-Identify angles inside a 2-D shape</p> <p>-Recognise right angles and their relationship to quarter turns</p> <p>-Understand the terms 'acute' and 'obtuse'</p>



Science	<u>Forces and Magnets</u>  Explore contact and non-contact forces	<u>Forces and Magnets</u>  Compare how things move on different surfaces	<u>Forces and Magnets</u>  Explore different types of magnets	<u>Forces and Magnets</u>  Explore the properties of magnets and everyday objects that are magnetic	<u>Forces and Magnets</u>  Understand that magnetic forces can act at a distance	<u>Forces and Magnets</u>  _Explore the everyday uses of magnets	<u>Forces and Magnets</u>  End of unit test.
History			<u>Stone Age to Iron Age</u> To know about the changes that took place in the stone age	<u>Stone Age to Iron Age</u> To learn about life during the Iron Age	<u>Stone Age to Iron Age</u> To learn about the changes from Stone Age to Iron age, looking in detail at their homes	<u>Stone Age to Iron Age</u> To know about the changes that took place in the stone age	
Computing	<u>Desktop publishing</u> To recognise how text and images convey information	<u>Desktop publishing</u> To recognise that text and layout can be edited	<u>Desktop publishing</u> To choose appropriate page settings	<u>Desktop publishing</u> To add content to a desktop publishing publication	<u>Desktop publishing</u> To consider how different layouts can suit different purposes	<u>Desktop publishing</u> To consider the benefits of desktop publishing	<u>Desktop publishing</u> To recognise how text and images convey information
RE	<u>What can we learn about special symbols and signs used in special religions?</u> To give meaning for the symbolism which can be seen in Muslim artefacts	<u>What can we learn about special symbols and signs used in special religions?</u> can explain why Muslim use symbols at the mosque and how this helps them in everyday life	<u>What can we learn about special symbols and signs used in special religions?</u> I can talk about a Christian story identifying symbols within the story and saying what they mean				
Music	<u>The Class Orchestra</u>  <b>Unit Aim:</b> To develop children's ability to combine and perform rhythmic and melodic material as part of a class performance of a song.						
Art & Technology		<u>Prehistoric painting</u> Exploring prehistoric art	<u>Prehistoric painting</u> To understand scale to enlarge drawings	<u>Prehistoric painting</u> To explore natural products to create pigments	<u>Prehistoric painting</u> - To create a cave painting	<u>Prehistoric painting</u> Exploring prehistoric art	
PSHE	<u>Relationships</u> Family roles and responsibilities	<u>Relationships</u> How to negotiate in a conflict	<u>Relationships</u> Using strategies to keep safe online	<u>Relationships</u> That actions and work of people around the world influence my life	<u>Relationships</u> Empathise with children whose lives are different	<u>Relationships</u> Express appreciation to friends and family	
PE	<b>Class teacher:</b> Striking games, batting and bowling.						



Spanish	<p><b>Unit 5: Where do you live in Spain?</b> <b>Consolidate previous learning.</b></p> <p>To name places in Spain using key phonemes. To practice answering questions about who I am and where I live. To use a bilingual dictionary to identify nouns and their gender. To listen for key information about where people live. To read and interpret information from a short descriptive text. To compose a short written paragraph to introduce</p>
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