

**English:**

- Reading 'Stone Age Boy' by Satoshi Kitamura
- Consolidating the children's understanding of nouns, verbs, adverbs and adjectives using the book as a stimulus for these.
- Describing setting and characters
- Writing a Diary Entry
- Writing Instructional text on how to build a stone age camp fire.
- Reading a range of non-fiction Stone Age texts and creating our own non-fiction text.

**Maths**—White Rose MathsNumber: Place Value

Counting in hundreds; represent numbers to 1,000; number line to 1,000; find 1,10, 100 more or less than a given number; compare objects to 1,000; compare numbers to 1,000; order numbers

Number: Addition and Subtraction

Add multiples of 100; Add numbers and ones – not crossing 10; Add 3-digit and 1-digit numbers – crossing 10; Subtract multiples of 100; subtract 3-digit numbers and ones – not crossing 10  
Subtract a 1-digit number from a 3-digit number – crossing 10

**RE:** The Bible

How The Bible came into being.  
How we got The Bible we use today.  
Whether The Bible has many plots or one plot.  
What the term 'metanarrative' means. Why the Bible is sometimes referred to as a map for Christian life.  
What The Bible teaches about faith, reflection of what faith means to us.  
What makes a person of faith in The Bible?

**Autumn 1  
Meet The  
Flintstones!****Science:** Science Rocks!

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.  
Asking relevant questions and using different types of scientific enquiries to answer them.

**Computing:**

E-safety

**PE:**

Wed– Basketball with Get Active  
Fri– Indoor Hall.

**Art/DT:**

To reproduce cave paintings.  
To create a stone age tool.

**Music:**

Wed- Ukulele lessons.

**Geography/History:** Stone Age

Use more than one source of historical enquiry.  
Place events, artefacts and historical figures on a time line using dates.  
Understand the concept of change over time, representing this, along with evidence, on a time line.  
Ask questions to support discussion and deeper thinking.

**PSHE:**

Looking at relationships we have with our VIPs. It will look at friendship, how friendships are formed and maintained and qualities of a good friend. We also look at bullying and address strategies for coping with each of these.