

English:

- Reading 'Ug: Boy Genius of the Stone Age' and 'Stone Age Boy'
- 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 letter about everyday life in the Stone Age using historical information
- Reading a range of non-fiction Stone Age texts and creating our own non-fiction text

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?

Computing:

Text and multimedia, E-safety, Create own comic strips, similar to Ug , using comic creation tools

Art/DT:

To make drawing of the stages of early man. To reproduce cave paintings. To create a mould for an arrow head to be made out of chocolate.

PSHE:

'Here we are' by Oliver Jeffers , 'The fall' and other books supporting children in making sense of the world we are in at present. New beginnings and goal setting.

Music:

Looking at and creating own accompaniment of music

PE:

Hockey
With Coach Michael from Get Active

Autumn 1 Meet The Flintstones!

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

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.

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.