

In this topic children gain an understanding of the changes that occurred in Britain from prehistoric times up to the Iron Age. They will gain an understanding of how people lived, how their tools and resources developed over time, and how we know this. A good sense of chronology will be gained as will their understanding of the term 'prehistory'.



History

Geography

Science

Computing

PSHE

Intent— To be able to develop an understanding of how people lived in Britain in prehistoric times and how & why his changed.

Intent -

Intent—

Intent—to gain a greater understanding of the internet - what it is and how to be critical learners.

Intent—to know how the community they live in functions fairly and collaboratively and to understand their place in it and the contribution they make.

Prior Learning—

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Prior Learning— This will be new learning for lots of the children, last year they explored programmes on the technology that we have in school and learned to log on and navigate independently.

Prior learning— All children looked at healthy families last year so this will build on and develop that knowledge.

Sequence of learning

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1. What was life like in the Palaeolithic & Mesolithic?
2. What changed from the Palaeolithic to the Mesolithic?
3. What did people eat in the P & M?
4. How did the search for food change in the Neolithic?
5. What tools were used in the Neolithic?
6. Who were the Beaker People?
7. How did tools change after the Neolithic?
8. How did the Bronze Age moved into the Iron Age?
9. What are roundhouses?
10. What is a hillfort?

None this half term.

None this half term.

1. Connecting networks.
2. What is the internet made of?
3. Sharing information.
4. What is a website?
5. Who owns the web?
6. Can I believe what I read?

Recall things learned in RSE and PSHE in Year 2/3 and set the rules to help everyone feel safe in RSE and PSHE lessons

Learn that friendships may have problems but these can be resolved, and begin to understand the impact of bullying.

Understand that all families are different and they love and support each other; if problems do arise, help is available.

Learn how acts of kindness have an impact on others

Understand the different ways we communicate and the importance of good (effective) listening.

Learning about courtesy, respect and manners in a range of situations.

Next Steps— Historical knowledge will be revisited in Cycle B Term 1

Next Steps— locational knowledge & climates zones through investigating the Amazon in Cycle A.

Next Steps— In Cycle A Term 2, learners will develop a working understanding of the states of matter.

Next Steps— creating media content involving identifying devices & understanding copyright implications.

Next steps—In term 2, pupils will be looking at how to manage and support their own health and well being.

Impact

Children will have an understanding of chronology and can interpret the past from a range of sources.

Impact

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Children will become familiar with the internet as a network of networks. They will understand that anyone can create content & will be able to be discerning about the accuracy of information. They will also begin to understand the consequences of false information.

Impact

Children will understand that there are many different types of family and to respect those differences. They will be able to demonstrate kindness towards others and show effective communication, particularly during times of conflict.

Trip to Carn Euny—linking with steps 9 & 10.

Art

Intent—to develop an understanding of prehistoric art using various styles & resources while considering the use of a colour palette.

Prior Learning— Children have explored many different mark making techniques using various types of media.

Sequence of learning

1. Exploring prehistoric art
2. Charcoal animals
3. Prehistoric palette
4. Painting on the cave wall
5. Hands on a cave wall

Next steps— Formal elements of art in the Summer term.

Impact

Children will get a sense of what it was like to create art thousands of years ago and why these pieces were created .

MFL

Intent— To be able to use basic greetings in French to communicate with each other.

There is no prior learning for this unit.

Sequence of learning—

To greet someone and introduce themselves in French.

To use the correct greeting for the time of day.

To ask and answer questions about feelings in French.

To perform a finger rhyme in French

Next steps— Next term pupils will look at French adjectives of colour, shape and size.

Impact

Children will look carefully at a speaker and respond confidently with the appropriate gesture and phrase. They will recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form. They will link actions or pictures to the new vocabulary, both in spoken and written form.

Music

None taught this term

RE

Intent—To identify the core beliefs of Christians based on the creation story and its impact on their lives.

Prior learning—year 4 children have looked at the creation story previously so this will be a recap. For year 3 this is new learning

Sequence of learning

Place creation story on a timeline and highlight and Christianity's 'big story'.

Use the book of Genesis to highlight Christian beliefs

Describe the actions and activities of Christians because of the creation story.

Look at concept of prayer, both to Christians and themselves.

Ask and answer questions about the importance of the creation story for Christians.

Next steps— Children will look at the story of Noah and the idea of giving promises. We will also re-

Impact

Children will be able to recall the creation story and understand it's impact on the lives of Christians.

Texts that match our topic

