

How did human society change from the Stone Age to the Iron Age? Autumn Term 2024

Year 4/5

<p>Design and Technology</p> <p>Cooking and Nutrition – Wild Cooking: How and what did they cook in the Stone Age? Know how to:</p> <ul style="list-style-type: none"> • food is grown, reared and caught in the UK, Europe and wider world • to be active and healthy, food is needed to provide energy for the body • to measure ingredients accurately • to cook healthy ingredients, controlling the temperature • seasons may affect the foods available • to use a range of techniques such as peeling, chopping, mixing and stirring • to adapt recipes • to prepare ingredients hygienically • eating seasonal fruit and vegetables positively affects the environment <p>Designing, Making and Evaluating - Papier Mache Planets: How would you use the features of other planets to design your own? Know how to:</p> <ul style="list-style-type: none"> • use equipment safely and accurately • manipulate materials effectively using tools choose appropriate techniques to ensure that the final product is appealing • use a range of sources to influence ideas • alter design to make improvements • critique their own and others' design 	<p>Science</p> <p>Earth and Space: How does Earth move in space? Know how to:</p> <ul style="list-style-type: none"> • describe the movement of Earth and other planets, relative to the sun • describe the movement of the Moon relevant to the Earth • describe the Sun, Earth and Moon as spherical bodies • use the idea of the Earth's rotation to explain day and night <p>Working Scientifically:</p> <ul style="list-style-type: none"> • Make systematic and careful observations • Identify differences similarities and changes <p>Animals Including Humans: What is gestation and how does it vary for different mammals? Know how to:</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age • use basic ideas of inheritance, variation, adaptation to describe how living things have changed over time <p>Working Scientifically:</p> <ul style="list-style-type: none"> • Gather and record data • Use results to draw simple conclusions • Record findings from enquiries using scientific language, drawings, labelled diagrams, bar charts and labels 	<p>History</p> <p>Prehistory: How did human society change from the stone age to the iron age? Know how to:</p> <ul style="list-style-type: none"> • use a timeline to place historical periods and events in chronological order and give reasons for their order • describe and order significant events and dates on a timeline using prepositional language • describe and order significant events within a period studied • make connections between different time periods • identify the difference between primary and secondary sources • use primary and secondary sources as evidence about the past • ask questions and find answers about the past from a range of sources, evaluating the reliability • use information given to describe key features of a time period • use evidence to find out about change during a time period • research what life was like and the key features of a given time period • identify and show understanding of similarities and differences between different periods and the causes behind them 	<p>Geography</p> <p>Locational and Place Knowledge - European Neighbours: How are London and Paris different geographically? Know how to:</p> <ul style="list-style-type: none"> • name and locate geographical regions and their identifying human and physical characteristics • understand how these features have changed over time • understand physical geography through studying a region in a European country • identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn • identify the position and significance of latitude/longitude and the Greenwich Meridian • use maps, atlases and globes to locate countries and describe and compare features studied • select geographical vocabulary independently to describe and compare localities • identify that localities may have similar and different characteristics • locate and name principal cities • understand and verbally use 8 figure compass points 	<p>Modern Foreign Languages</p> <p>Language Angels</p> <p>Phonics and Pronunciation: Know how to:</p> <ul style="list-style-type: none"> • identify similarities with my culture • apply phonic knowledge • focus on correct pronunciation and intonation for speaking and reading • follow a text whilst listening to it being read <p>My Family: Know how to:</p> <ul style="list-style-type: none"> • listen for and identify specific words • ask and answer simple questions and add personal details • use verbs in the correct form <p>Key Vocabulary: Familie, mon, il, elle, un, une, mère, père, souer, frere, s'appelle, j'ai, fils unique, fille unique</p> <p>P.E.</p> <p>Football: Question: How can you vary your defence techniques for a successful outcome?</p> <p>Health and Fitness – Circuits: Question: What are muscles and what do they do?</p> <p>Attack and Evasion - Hockey: Question: How does discipline enable a better outcome?</p> <p>Gymnastics: Question: What is a pathway and how do we make one?</p>
<p>Key Vocabulary: Appearance, design, evaluation, techniques, measurement, manipulation, trading, seasonal, ingredients, cooking, recipe</p>	<p>Key Vocabulary: Earth, Sun, Moon, planets, spherical, atmosphere, time zones, solar system, rotation, movement, orbit, gestation, mammals, change, development, puberty, growth, foetus</p>	<p>Key Vocabulary: Prehistoric Era, BC, AD, paleolithic, neolithic, mesolithic, archaeology, excavate, artefact, research, theory, primary and secondary sources, civilisation, Skara Brae, Stonehenge, smelting process, grave goods, hillfort</p>	<p>Key Vocabulary: reference, compass (points), North, South, East, West, scale, direction, key, symbol, map, grid, landscapes, physical and human characteristics, channel, population, local, regional, national, international, global, tourism, rural and urban</p>	<p>Key Vocabulary: Tactics, defence, attack, teamwork, leadership, communication, technique, skill, sequence, handstand, cartwheel, round off, pass, control, coordination, spatial awareness, warm up, cool down, circuits, fitness, core strength, flexibility</p>
<p>Art</p> <p>Drawing/Mixed Media: What was Stone Age cave art? Know how to:</p> <ul style="list-style-type: none"> • use sketches to plan and develop ideas • control a pencil to produce a wide range of tones and patterns • draw from observation in large and small scale • use different shading techniques to create texture and depth in a drawing • experiment with drawing techniques to support observations • demonstrate good understanding of colour mixing • discuss the difference between prehistoric and modern paint • make choices about equipment or equipment to recreate features of prehistoric art • create a sense of distance and proportion in a drawing • develop blending skills with charcoal and chalk • lighten and darken tones using black and white • explore limited colour palettes • copy artists work accurately from the pas • evaluate learning • critique each other's work • plan artwork considering layout, composition and perspective • explain artwork – style and historical influence 	<p>Computing</p> <p>Online Safety: How do we use the internet safely? Know how to:</p> <ul style="list-style-type: none"> • use different search engines • recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation of persuasion • understand that the internet contains fact, fiction and opinion and begin to distinguish between them • deal with upsetting content online • understand the reasons behind age limitations on social media platforms • solve problems collaboratively in relation to online safety <p>Data Handling – Investigating Weather: In which ways can we use databases to explore the weather in different locations? Know how to:</p> <ul style="list-style-type: none"> • sort and search a database to answer simple questions • open a link to a new window • recognise what a spreadsheet is • use the terms 'cells', 'rows' and 'columns' • enter data, highlight it and make bar charts • create a formula in a spreadsheet • search databases for information • create databases, planning the fields 	<p>Music</p> <p>Listening - Lean on me: Glockenspiels and Voice Know how to:</p> <ul style="list-style-type: none"> • aurally recognise and name a range of orchestral and school percussions instruments • recognise and talk about contrasting styles of music and use technical vocabulary including pitch, tempo, timbre and dynamics • recognise music from different times and cultures and identify key features • identify rhythmic or melodic ostinato in live and recorded music • identify the structure of a song – chorus, verse, call and response • identify metre in live and recorded music • use musical terms to express opinions on different pieces of music <p>Perform - Christmas Songs: Recorders and French Know how to:</p> <ul style="list-style-type: none"> • sing songs with increasing awareness of melody and musical expression • understand and comment on the background of the songs sung • sing confidently as part of a group, performing to an audience • experiment with tunes and phrases • maintain individual parts within small groups 	<p>Religious Education</p> <p>Christianity: What do Christians learn from the creation story? Make sense of belief:</p> <ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible's 'big story' • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of 'the Fall', in Genesis 3, gives an explanation of why things go wrong in the world <p>Understand impact and make connections:</p> <ul style="list-style-type: none"> • Describe what Christians do because they believe God is Creator • Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today <p>Christianity: What is it like for someone to follow God?:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant <p>Understand the impact and make connections:</p> <ul style="list-style-type: none"> • Make links between the story of Noah and how we live in school, the wider world and the promises Christians make at weddings 	<p>Personal, Social, Health Education</p> <p>Being Me: Who am I in the world? Know:</p> <ul style="list-style-type: none"> • self-worth, identifying positive achievements • individual attitudes and actions make a difference in a classroom <p>Understand:</p> <ul style="list-style-type: none"> • who is in school, the roles they play and how everybody fits • how democracy works through the School Council and how it benefits the community <p>Know how to:</p> <ul style="list-style-type: none"> • set personal goals, face new challenges positively, make responsible choices and ask for help • make responsible choices and take action <p>Celebrating Difference: How can we stop bullying behaviours? Understand:</p> <ul style="list-style-type: none"> • cultural differences sometimes cause conflict • racism and the signs for when it is happening • different types of bullying • how life in developing countries can be different to our world
<p>Key Vocabulary: Charcoal, chalk, composition, negative and positive image, pigment, proportion, perspective, scale, sketch, smudge, texture, tonal range, form and space</p>	<p>Key Vocabulary: Device, internet, fake news, hoax, online emotions, content, bias, manipulate, cells, formula, rows, columns, application</p>	<p>Key Vocabulary: scale, harmony, improvise, leaping (large interval between two notes), pulse, score, tuned percussion, untuned percussion, volume, pentatonic, ostinato, notation, texture, timbre</p>	<p>Key Vocabulary: God, creation, Genesis, 'The Fall', creator, forgiveness, sin, Noah, promise, promises, covenant, faith, old and new testaments</p>	<p>Key Vocabulary: Achievement, support, fairness, group dynamic, viewpoint, teamwork, affirmation, inclusion and exclusion, democracy, decisions, voting, authority, contribution, community, connection, conflict, direct and indirect bullying, developing world</p>