

# Yellow Class: Autumn Term

## HISTORY

- To know how Stone Age people survived against threats
- To know how tools changed to make hunting more successful
- To know how cave paintings were created and what they tell us
- To know how the Bronze Age was different to the Stone Age
- To be able to describe events from the past using dates when things happened
- To be able to make deductions from primary sources
- To be able to use a timeline within a specific period of history to set out the order that things may have happened
- To be able to use my mathematical skills to find out answers to historical questions

## GEOGRAPHY

- To know how early hunter-gatherers used the land
- To know why early settlements were in their location
- To be able to name a number of countries in the Northern Hemisphere
- To be able to name and locate the capital cities of neighbouring European countries
- To be able to name the areas of origin of the main ethnic groups in the UK in our school

## Outcomes

- Design and make Neolithic home
- Create a piece in the style of Andy Goldsworthy

## Literacy Texts

- The First Drawing by Mordicai Gerstein
- Stone Age Boy by Satoshi Kitamura
- How to wash a Woolly Mammoth by Michelle Robinson

## Science

- Rocks and fossils
- Forces and Magnets

## SMSC

- Recognise our worth as individuals by identifying positive things about ourselves
- Recognise our achievements, learn from our mistakes, make amends and set personal goals

## Outdoor Learning and trips

- Art recreation using natural materials
- Invasion games (football)
- History role play
- Visit to a religious site

Our topic this term is:

Iron age to Stone age

*What was life like as a Hunter Gatherer?*

## RELIGIOUS EDUCATION

Overarching Questions: How are symbols important in religion?

- To know the teachings of Jesus and Buddha
- To know about the symbolic meaning of light
- To be able to connect ideas between religious stories and practices
- To be able to make connections between what I believe and what others believe

## PSHE

- To know how to deal with relationships in and out of school.
- To be able to share thoughts and opinions in a considerate and respectful manner
- To be able to listen to the thoughts and opinions of others respectfully

## FRENCH

- To know how to count to 10
- To know how to greet others
- To be able to sing French songs

## D.T

- To know that structures need to be reinforced and strengthened to improve its performance
- To be able to evaluate existing products in terms of strength and design.
- To be able to design a structure and identify how they could strengthen and stiffen it.
- To be able to use a range of materials and tools to create a structure

## COMPUTING

- To know how to use technology responsibly
- To know about online consent and permission
- To know how to report concerns
- To be able to write programs that accomplish specific goals
- To be able to sequence when coding programs

## ART

To be able to refer to the work of Andy Goldsworthy for inspiration and comparison

- To be able to recognise patterns in the environment
- To be able to make initial sketches in preparation for a final piece
- To be able to construct a piece using natural materials

## PE

Games (dribbling and passing):

- To be able to keep possession of a ball when there is a defender
- Make space to pass and receive a ball
- To be able to practise dribbling a ball

Gymnastics

- To be able to balance successfully on a set number of points.
- To create a balance/ travelling sequence
- To hang, swing, travel and jump off different apparatus