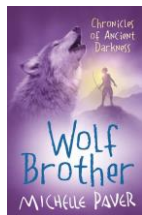


Stone Age to Iron Age



English (some key objectives)

Spelling

Strategies for learning 'difficult' words from the statutory word list for Year 3/4 and Year 5/6; spell words with the 'ough' letter pattern; words ending 'cious' and 'tious'; words ending 'cial' and 'tial'; words ending 'ible' and 'able'

Reading

- Read 'Wolf Brother' by Michelle Paver (class text), and respond using and developing skills of inference, prediction and summary
- Explore themes in the stories
- Develop reading skills: predicting, drawing inferences, summarising, justifying opinions with evidence

Writing composition

- Plan and write a Stone Age mythical, 'quest' genre story in the style of 'Wolf Brother'
- Following research (using Internet) write a non-chronological report on an 'ancient' animal (e.g. wolf, mammoth, sabre tooth tiger)
- Diary of experiences at Bowles residential
- Editing and proof reading skills (e.g. for tenses, punctuation and spelling)

Grammar/punctuation

- Using relative clauses when writing to add detail (beginning who, when, where, that etc)
- Revise word classes: adverb, adjective, determiner, noun, verb
- Understand synonyms and antonyms
- Using a colon to introduce lists and semi-colons to separate items in a list

Mathematics (some key objectives)

- Read, write order and compare numbers up to 1,000,000 (Y5) or 10,000,000 (Y6)
- Round any number to required degree of accuracy
- Read Roman numerals and recognise years written in Roman numerals
- Solve addition and subtraction multi-step problems in contexts, deciding which operation to use and why
- Recall multiplication and division facts up to 12x12
- Multiply numbers up to 4 digits by a one digit number (Y5) or a two digit number (Y6) using a formal written method
- Divide numbers up to 4 digits by a 2-digit number (Y5 by 1-digit) using the formal written method of short division, interpreting remainders according to the context
- Use common fractions to simplify fractions; use common multiples to express fractions in the same denomination
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number (Y5)
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions (Y6)
- Multiply simple pairs of proper fractions writing the answer in its simplest form (Y6)
- Multiply fraction by a whole number (Y5)
- Recall and use equivalences between fractions, decimals and % including in different contexts
- Calculate and compare the areas of rectangles (Y5); calculate and compare volume of cubes and cuboids (Y6)



Science ('Circle of Life')

- Explain the differences in the life cycles of a mammal, amphibian and a bird – investigate gestation periods
- Investigate which animals fertilise inside or outside of the body and how many offspring are produced
- Explain reasons why animals become endangered and what is being done to help them
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Science ('Electrifying')

- Recall the symbols used for electrical circuits
- Know what is needed for a circuit to work
- Consider the impact of ways of making electricity on the environment; consider alternative forms of electricity production. Research a type of renewable power

Science (Fly the Line Gilder Competition)

- Explore, test and modify gliders
- Find out how gliders work
- Design and make gliders

Computing 'We are game designers'

- Making an interactive game using 'Scratch'



Music (taught by Mrs Dunsby)

- Introduction to the recorder; learn some simple pieces in groups
- Learn to read some notation
- Play simple pieces in groups

French

- Madame Coulson – every Friday

RE/PSHE (What does it mean if God is holy and loving?)

- Identify different types of Biblical texts
- Make connections between Biblical texts and what Christians believe about God
- Show how Christians put their beliefs into practice in worship

Physical Development

- Invasion games: football, netball, dodgeball and handball
- Teamwork, possession, scoring and defending skills
- Dance

History (Stone Age to Iron Age)

Children will explore the following questions

- Is it true to say that Stone Age man was just a simple hunter gatherer only interested in food and shelter?
- How much did life change when man learned how to farm?
- What can we learn about life in the Stone Age from a study of Skara Brae?
- Why did they build Stonehenge?
- What was life like in the Iron Age and how do we know?

