



### History

#### Iron age to the Stone age.

Focussing on: evidence from the past, what paintings and art tells us. How times changed and civilisations evolved and the significance of Stonehenge and Skara Brae today.

### RE

- What do Jewish people believe that God is like?
- What does it mean to be a Jewish in Britain today?
- What do Hindus believe that God is like?
- What does it mean to be a Muslim in Britain today?

### Literacy

Hansel and Gretel fairy tale writing.  
Dragonology – A mix of fiction and non-fiction in the creation of a dragon of our own.

#### SPAG

Revision of previous learning.  
Use of paragraphs  
How to create multiclaue sentences and use correct punctuation.

### LANGUAGE - French

- Clothing
- School and the things we use.

### PSHE

- Relationships – including self-esteem, online communities and rights and responsibilities.
- Changing me – including body image, puberty and coping with change.

### Learning behaviour

- Being Reflective

### Outdoor learning

How to move large stone linked to making Stonehenge.  
Tracking signs  
Wattle and Daub and natural painting.

### CREATIVE OUTPUTS

How did Early 'man' create Stonehenge?  
Models of Stonehenge  
Sculptures of the human form

### MUSIC

Ourselves – exploration of beat and rhythm through body percussion.

### ART AND DESIGN

Human form sculptures in the style of Henry Moore – linked to Stone age sculptures.

### PHYSICAL EDUCATION

- Net and Wall games

### MATHS

Geometric reasoning – 2d and 3d shape, angles, position, direction and movement.

Problem solving involving units of measure

Statistics - solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables.

### SCIENCE

#### Continuations of forces

- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

#### Evolution and inheritance

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution