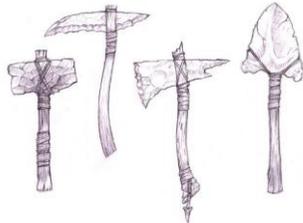
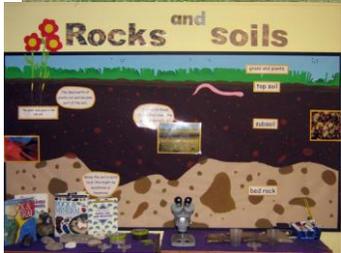
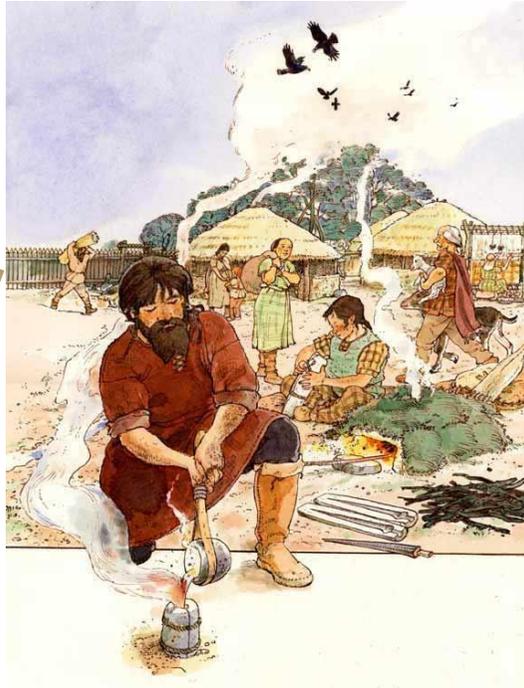
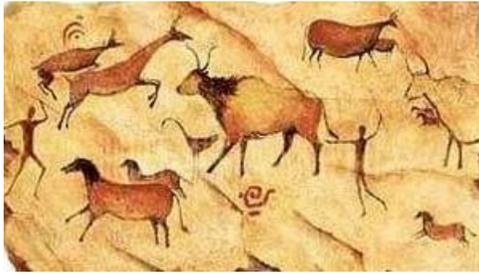


Remarkable Rocks



Successful learners

Areas of Learning

As Scientists we will name and identify the properties of everyday materials before exploring rocks. We will perform investigations to discover the properties of various rock types ensuring that we carrying out fair testing. We will classify these in different ways using appropriate scientific vocabulary. We will discover how these rocks can be useful and how soil and rock types vary across the landscape. We will also investigate how fossils are formed.

As Historians we will use historical sources, ask questions and research to find out about how life in Britain changed from the Stone Age to the Iron Age. We will research and find out how we find out about life then when we have no written sources e.g. how people changed from roaming hunter gathers to settled farming communities. We will look at how weapons changed and how clothing and jewellery developed. We will create a class timeline and begin to place important dates along it. We will communicate our findings in a variety of ways ensuring we use historical vocabulary.

As Artists we will look at cave paintings and the colours they used. We will learn how to mix colours and explore different moods they create. We will experiment with how tools can be used to create different effects. We will improve our brush techniques to create washes and detail, producing our own cave paintings.

As Designers we will look at how people have invented new things, refining and improving designs to develop a better product e.g. weapons, prototypes of settlements (building developers / museum displays). We will use our design & making skills to use materials to construct a class Iron Age village and possibly replica weapons or jewellery. We will choose materials based on their properties and find out the best way of joining them. When making we will measure, mark out accurately, cut and shape then join materials.

As users of technology, we will be learning how to be safe online. We will be investigating the impact that we leave online, looking at our digital footprints, and looking at what makes a website appropriate for our age.

In PSHE we will learn how to keep ourselves and others safe in different situations as well as actions we can take / people we can speak to if we feel worried or unsafe.

In PE we will learn throwing, catching, tagging and dodging skills ready for a tag rugby Festival. In gymnastics, we will be learning how to perform different jumps, squat on a vault and do forward rolls safely in gymnastics.

Confident individuals

Challenge

To become resilient, confident and independent individuals who persevere to solve problems and communicate effectively we will:

We will forage for 'stone age' food, working out what we could eat, how to share resources, learning from our mistakes and sharing our expertise to survive as a community.

Responsible Citizens

Enrichment

To enrich our learning, we will:

Use artefacts and historical sites to find out about life in early Britain.

Explore our local area for different rocks and soils.

Conduct a variety of investigations to develop our understanding and scientific skills through hands on experiences.

Take part in a variety of sporting festivals with other schools.

Spiritual & Moral

In our spiritual and moral development, we will:

Continue learning about The Bible, finding out who wrote it, how, when and what it is all about, as well as learning how to find different books, chapters & verses

Look at different Bible stories connected with being thankful and think about all the things we can be thankful for.

Explore the moral messages of different fables and think about how we can use these morals to impact positively on ours and the lives of others, before writing our own fable with a moral.

Communities

As members of a community we will:

Look at how social aspects of roles have changed, but we still are working together to help and support one another.

Share our learning with our parents in our class assembly.

Raise funds for Children in Need.

Learn Christmas songs to sing to our neighbours.

Science Threshold Concepts	Milestone 1	Milestone 2
Work scientifically	<ol style="list-style-type: none"> 1. Ask simple questions. 2. Observe closely, using simple equipment. 3. Perform simple tests. 4. Identify and classify. 5. Use observations and ideas to suggest answers to questions. 6. Gather and record data to help in answering questions. 	<ol style="list-style-type: none"> 1. Ask relevant questions. 2. Set up simple practical enquiries and comparative and fair tests. 3. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. 4. Gather, record, classify and present data in a variety of ways to help in answering questions. 5. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. 6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. 7. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. 8. Identify differences, similarities or changes related to simple, scientific ideas and processes. 9. Use straightforward, scientific evidence to answer questions or to support their findings.
Investigate materials	<ol style="list-style-type: none"> 1. Distinguish between an object and the material from which it is made. 2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. 3. Describe the simple physical properties of a variety of everyday materials. 4. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 5. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 6. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. 	<ol style="list-style-type: none"> 1. Compare and group together different kinds of rocks on the basis of their simple, physical properties. 2. Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). 3. Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. 4. Recognise that soils are made from rocks and organic matter.
History Threshold Concepts	Milestone 1	Milestone 2
Investigate and Interpret the past	<ol style="list-style-type: none"> 1. Observe or handle evidence to ask questions and find answers to questions about the past. 2. Ask questions such as: What was it like for people? What happened? How long ago? 3. Use artefacts, pictures, stories, online sources and databases to find out about the past. 4. Identify some of the different ways the past has been represented. 	<ol style="list-style-type: none"> 1. Use evidence to ask questions and find answers to questions about the past. 2. Suggest suitable sources of evidence for historical enquiries. 5. Suggest causes and consequences of some of the main events and changes in history.

Understand Chronology	<ol style="list-style-type: none"> 1. Place events and artefacts in order on a time line. 2. Label time lines with words or phrases such as: past, present, older and newer. 4. Use dates where appropriate. 	<ol style="list-style-type: none"> 1. Place events, artefacts and historical figures on a time line using dates. 2. Understand the concept of change over time, representing this, along with evidence, on a time line. 3. Use dates and terms to describe events.
Build an overview of world history	<ol style="list-style-type: none"> 1. Describe historical events. 3. Recognise that there are reasons why people in the past acted as they did. 	<ol style="list-style-type: none"> 2. Give a broad overview of life in Britain from ancient until medieval times. 4. Describe the social, ethnic, cultural or religious diversity of past society. 5. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Communicate historically	<ol style="list-style-type: none"> 1. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 2. Show an understanding of the concept of nation and a nation's history. 	<ol style="list-style-type: none"> 1. Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 2. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Computing Threshold Concepts	Milestone 1	Milestone 2
Connect	<ol style="list-style-type: none"> 1. Participate in class social media accounts. 2. Understand online risks and the age rules for sites. 	<ol style="list-style-type: none"> 1. Contribute to blogs that are moderated by teachers. 2. Give examples of the risks posed by online communications. 3. Understand the term 'copyright'. 4. Understand that comments made online that are hurtful or offensive are the same as bullying. 5. Understand how online services work.
Communicate	<ol style="list-style-type: none"> 1. Use a range of applications and devices in order to communicate ideas, work and messages. 	<ol style="list-style-type: none"> 1. Use a range of applications and devices in order to communicate ideas, work and messages.
Art Threshold Concepts	Milestone 1	Milestone 2
Take inspiration from the greats	<ol style="list-style-type: none"> 1. Describe the work of notable artists, artisans and designers. 2. Use some of the ideas of artists studied to create pieces. 	<ol style="list-style-type: none"> 1. Replicate some of the techniques used by notable artists, artisans and designers. 2. Create original pieces that are influenced by studies of others.
Develop ideas	<ol style="list-style-type: none"> 1. Respond to ideas and starting points. 2. Explore ideas and collect visual information. 3. Explore different methods and materials as ideas develop. 	<ol style="list-style-type: none"> 1. Develop ideas from starting points throughout the curriculum. 2. Collect information, sketches and resources. 3. Adapt and refine ideas as they progress. 4. Explore ideas in a variety of ways. 5. Comment on artworks using visual language.

Master Techniques - Painting	<ol style="list-style-type: none"> 1. Use thick and thin brushes. 2. Mix primary colours to make secondary. 3. Add white to colours to make tints and black to colours to make tones. 	<ol style="list-style-type: none"> 1. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 2. Mix colours effectively. 3. Use watercolour paint to produce washes for backgrounds then add detail.
Design Technology Threshold Concepts	Milestone 1	Milestone 2
Master practical skills - Materials	<ol style="list-style-type: none"> 1. Cut materials safely using tools provided. 2. Measure and mark out to the nearest centimetre. 3. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). 4. Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). 	<ol style="list-style-type: none"> 1. Cut materials accurately and safely by selecting appropriate tools. 2. Measure and mark out to the nearest millimetre. 3. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). 4. Select appropriate joining techniques.
Design, Make and Evaluate	<ol style="list-style-type: none"> 1. Design products that have a clear purpose and an intended user. 2. Make products, refining the design as work progresses. 	<ol style="list-style-type: none"> 1. Design with purpose by identifying opportunities to design. 2. Make products by working efficiently (such as by carefully selecting materials). 3. Refine work and techniques as work progresses, continually evaluating the product design.
Music Threshold Concepts	Milestone 1	Milestone 2
Perform	<ol style="list-style-type: none"> 1. Take part in singing, accurately following the melody. 2. Follow instructions on how and when to sing or play an instrument. 3. Make and control long and short sounds, using voice and instruments. 4. Imitate changes in pitch. 	<ol style="list-style-type: none"> 1. Sing from memory with accurate pitch. 2. Sing in tune. 3. Maintain a simple part within a group. 4. Pronounce words within a song clearly. 5. Show control of voice. 7. Perform with control and awareness of others.
Compose	<ol style="list-style-type: none"> 1. Create a sequence of long and short sounds. 2. Clap rhythms. 3. Create a mixture of different sounds (long and short, loud and quiet, high and low). 4. Choose sounds to create an effect. 5. Sequence sounds to create an overall effect. 	<ol style="list-style-type: none"> 2. Use sound to create abstract effects. 3. Create repeated patterns with a range of instruments. 6. Choose, order, combine and control sounds to create an effect.
Describe Music	<ol style="list-style-type: none"> 1. Identify the beat of a tune. 2. Recognise changes in timbre, dynamics and pitch. 	<ol style="list-style-type: none"> 1. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
PE Threshold Concepts	Milestone 1	Milestone 2

<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle: Games (Tag Rugby and Badminton)</p>	<p>2. Use rolling, hitting, running, jumping, catching and kicking skills in combination. 3. Develop tactics.</p> <p>1. Use the terms 'opponent' and 'team-mate'.</p> <p>4. Lead others when appropriate.</p>	<p>1. Throw and catch with control and accuracy.</p> <p>3. Choose appropriate tactics to cause problems for the opposition. 4. Follow the rules of the game and play fairly. 5. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). 6. Pass to team mates at appropriate times.</p> <p>7. Lead others and act as a respectful team member.</p>
<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle: Gymnastics</p>	<p>1. Copy and remember actions. 2. Move with some control and awareness of space. 3. Link two or more actions to make a sequence. 4. Choose movements to communicate a mood, feeling or idea. 5. Show contrasts (such as small/tall, straight/curved and wide/narrow). 6. Travel by rolling forwards, backwards and sideways. 7. Hold a position whilst balancing on different points of the body. 8. Climb safely on equipment. 9. Stretch and curl to develop flexibility. 10. Jump in a variety of ways and land with increasing control and balance.</p>	<p>1. Plan, perform and repeat sequences. 2. Move in a clear, fluent and expressive manner. 3. Refine movements into sequences. 4. Show changes of direction, speed and level during a performance. 5. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. 6. Show a kinaesthetic sense in order to improve the placement & alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base & organise body parts to create an interesting body shape).</p>
<p>PSHE Threshold Concepts</p>	<p>Milestone 1</p>	<p>Milestone 2</p>
<p>Relationships – Safe Relationships</p>	<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>

English	Mathematics
<p><u>Fables</u> - Write a new fable to convey a moral Aesop's Fables – Micheal Rosen Illustrated fables from Aesop - Susanna Davidson and Giuliano Ferri Jim – A cautionary tale - Grey & Belloc, War and peas – Michael Foreman</p> <p><u>Plays</u> – Write and perform a play based on a familiar story</p> <p><u>Poetry</u> – Recite familiar limericks by heart</p> <p>Role play communicating without words Report of hunting expedition</p>	<p><u>Year 2</u> 2LS8 - complements to 10 and 100 2LS9 – Add & Subtract mentally Using 1- and 2-Digit Numbers 2LS10 – Finding part or whole unknown 2LS11 – Money – Making Combinations and Finding Change 2LS12 - Comparison (difference, more, less, fewer) 2LS13 - Measures – Estimation and Measure Using Different Scale</p>
<p><u>Books</u> Stone Age Boy Stone Age Tales – The Great Storm by Terry Deary Stone Age Tales - The Great Cave by Terry Deary</p> <p>The pebble in my pocket – Meredith Hooper & Chris Coady What's under the bed? – Mick Manning & Brita Granstrom Learn about Rocks and Minerals – Jack Challoner</p>	<p><u>Year 3</u> 3LS9 – Written Subtraction 3LS10 – Problem solving – worded problems 3LS11 – Statistics - Interpreting Bar Charts and Tables 3LS12 –Angles, Right Angles and Estimation 3LS13 - Perpendicular and Parallel Lines, Vertical and Horizontal Lines s 3LS14 - 2-D Shape – Properties and Drawing 3LS – Perimeter Including Problem Solving Using Written and Mental Methods</p>