

History

- Develop a chronologically secure knowledge and understanding of British and World history.
- Understand how our knowledge of the (prehistoric) past is constructed from a range of sources Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- Show an understanding of what kind of evidence exists for prehistory.

Art

- Research Palaeolithic art and paint and sculpt as Ice Age artists would have
- Improve mastery of art and design techniques.
- Produce creative work, exploring their ideas and recording their experiences.
- Learn about great artists, architects and designers in history.

Science

- to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- asking relevant questions and using different types of scientific enquiries to answer them
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.



ICT

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration

Stone Age to the Iron Age Britain

Year 4

Autumn Term

Book(s) Stone

Age Boy

Ug



R.S.H.E

- New class, new teacher new routine
- Being back at school
- New class rules
- Address the issues/corners about being back at school
- How do the children feel about being back

Spanish

- listen attentively to spoken language and show understanding by joining in and responding
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Geography

- Locate the world's countries using maps to focus on Europe, concentrating on countries and major cities.
- Name and locate some counties and cities of the United Kingdom.
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Use maps, atlases, globes and digital/computer mapping to locate and describe features studied.
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

D&T

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

MUSIC

- Planned and taught by J. Cockshott (SIPS)

B&V

- Autumn 1 – Creation/ Fall
- Autumn 2 – Buddhism & Judaism

P.E

- Basketball
- Nutrition
- Handball