



| | Autumn | | Spring | | Summer | |
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| | 1 | 2 | 1 | 2 | 1 | 2 |
| Topic | Changes in Britain from the Stone Age to the Iron Age | | | | ANCIENT GREECE | INVENTORS |
| Literacy | Stone Age Boy by Satoshi Kitamura | Stone Age Boy by Satoshi Kitamura | | | Myths and Legends | Non-Fiction |
| Maths | | | | | | |
| Science | <p>Compare materials – stone vs bronze vs iron.</p> <ul style="list-style-type: none"> Investigate rocks and soils Find out about the formation of fossils Use caves as a starting point for exploring light and shadows | <p>Compare materials – stone vs bronze vs iron.</p> <ul style="list-style-type: none"> Investigate rocks and soils Find out about the formation of fossils Use caves as a starting point for exploring light and shadows | | | Forces | <p>Light</p> <p>Sound?</p> <p>Electricity?</p> |
| Art | <p>Stone Age cave art in different media</p> <ul style="list-style-type: none"> Iron Age Celtic patterns in shields and jewellery Representations of Stonehenge in art and | <p>Stone Age cave art in different media</p> <ul style="list-style-type: none"> Iron Age Celtic patterns in shields and jewellery Representations of Stonehenge in art and | | | <p>Making Greek pots/patterns</p> <p>Improve their mastery of art and design techniques, incl. drawing, painting and sculpture Learn about great artists, architects</p> | <p>Local Artist visit</p> <p>Improve their mastery of art and design techniques, incl. drawing, painting and sculpture Learn about great artists, architects</p> |

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| | models | models | | | and designers | and designers |
| DT | <p>Why was the wheel such a significant invention? How can wheels be attached?</p> <ul style="list-style-type: none"> • Design, make and evaluate a moving cart | <p>Why was the wheel such a significant invention? How can wheels be attached?</p> <ul style="list-style-type: none"> • Design, make and evaluate a moving cart | | | <p>Build a Greek Temple</p> <p>Use research and design criteria to design products</p> <p>Communicate design ideas in different ways</p> <p>Select from and use a wider range of tools and equipment</p> <p>Build more complex structures</p> | <p>Local Artist</p> <p>Use research and design criteria to design products</p> <p>Communicate design ideas in different ways</p> <p>Understand how key events and individuals in DT have helped shape the world</p> |
| Computing | Using the internet/esafety | <p>Scratch-Build a multimedia presentation about the Stone Age including video, image and text.</p> <p>Write a series of programming instructions to navigate a programmable robot around your Hill Fort map</p> | Presentations (word processing and PowerPoint) | Scratch | E-Safety | Programming (Turtle Logo) |
| Languages | Spanish- | Spanish- | | | Spanish | Spanish |
| Geography | <p>Where was the best place to build an Iron Age settlement? Why?</p> <ul style="list-style-type: none"> • Map UK monuments located in different counties and cities • What happened to settlements like Skara Brae over time? • Why has Stonehenge | <p>Where was the best place to build an Iron Age settlement? Why?</p> <ul style="list-style-type: none"> • Map UK monuments located in different counties and cities • What happened to settlements like Skara Brae over time? • Why has Stone Henge | | | <p>Describe/understand physical geography (climate zones, biomes, vegetation belts, etc) and human geography (types of settlement/land use, economic activity etc)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries/features</p> | <p>Use maps, atlases, globes and digital/computer mapping to locate countries/features</p> |

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| | been preserved? • Make a giant hill fort map for your programmable robot. | been preserved? • Make a giant hill fort map for your programmable robot. | | | | |
| History | Changes from the Stone Age to Iron Age | Changes from the Stone Age to Iron Age | | | Ancient Greece | Inventors |
| Music | | | | | Develop an understanding of the history of music | Play and perform solo and ensemble, using voices and instruments Improvise and compose music |
| PE | See separate plan | | | | | |
| RE | Eid | Christmas | Sikhism (festival in Jan) | Easter | Christianity | Islam |
| PSHE | New Beginnings | | | | Trust and Friendship | High Expectations for the New Year |