

**How did life change from the Stone Age to the Iron Age?**

Was Stone Age man simply a hunter and gatherer, concerned only with survival?

How different was life in the Stone Age when man started to farm?

What can we learn about life in the Stone Age from a study of Skara Brae?



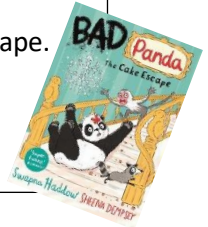
**This Term's Value is...**

**Inspiration**

**Class Book**

Bad Panda. The Cake Escape.

(Swapna Haddow and Sheena Dempsey)



**English**

- To analyse letters.
- To apply my spelling and punctuation knowledge to dictated sentences.
- To identify formal and informal sentences.
- To compose formal sentences.
- To write a thank you letter.
- To publish and send a letter.
- To identify persuasion within informal letters.
- To understand and write using emotive language.
- To write a persuasive argument.
- To identify and compose rhetorical questions.
- To build sentences using conjunctions.
- To correctly add possessive apostrophes into writing.
- To plan paragraphs for my persuasive letter.
- To improve my writing using Year 3 & 4 spelling words.
- To publish my writing in a typed format.

**Maths**

- To multiply by 2,5,10,3,4 and 8.
- To find patterns in calculations.
- To apply reasoning to multiplication problems.
- To multiply a 2 digit number by a 1 digit number with no exchanging.
- To multiply a 2 digit number by a 1 digit number with exchanging.
- To make connections between multiplication and division.
- To divide a two-digit number by a one-digit number with no exchanging.
- To understand scaling.
- To measure in metres, centimetres and millimetres.
- To calculate equivalent lengths.
- To compare lengths.
- To add lengths.
- To subtract lengths.
- To understand what perimeter is.



### Science – Animals including Humans

- To assess prior knowledge of Animals including Humans.
- To identify that animal, 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.
- To set up a simple practical enquiry and draw a simple conclusion.

### Art – Colour

- To explore an artwork through looking, talking and drawing. Based on the Artists Romare Bearden Matisse, Claire Willberg.
- To use the “Show Me What You See” technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens.
- To cut shapes directly into paper, using scissors, inspired by the artwork.

### D&T Structures – Digital world. Wearable technology.

- To research and evaluate existing products.
- To develop design criteria.
- To use code to program and control a product.

### Geography

#### Who lives in Antarctica?

- What is climate?  
To understand the position and significance of lines of latitude.
- Where is Antarctica?  
To describe the location and physical features of Antarctica.
- Who lives in Antarctica?  
To describe the human features of Antarctica.

### PE

#### Gym – Floor (Yoga)

- To move with control and fluency.
- To roll with control.
- To perform a variety of rolls.
- To create a complex sequence.
- To create and evaluate paired sequence.
- To adapt sequence to include apparatus.

#### Dance – Performance

- To perform rhythmic movements.
- To perform a dance sequence.
- To create a dance sequence.
- To perform an original sequence.
- To adapt a sequence.

### RE – Christianity

#### Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?

- To explain what I think a miracle is.
- To explain one Christian viewpoint about one of Jesus’ healing miracles (healing of the leper)
- To explain one Christian viewpoint about one of Jesus’ healing miracles (healing of the blind man)
- To explain one Christian viewpoint about one of Jesus’ healing miracles (healing of the paralysed man)
- To discuss some of the things in the world that people think of as miracles and whether there might be another explanation.

### PSHE – Dreams and Goals

- To talk about a person who has faced difficult challenges and achieved success.
- To identify a dream/ambition that is important to me
- To know how to break down a goal into a number of steps and working out the best ways for me to achieve them.
- To know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge
- To recognise obstacles which might hinder my achievement and take steps to overcome them
- To evaluate my own learning process and identify how it can be better next time.

### French – Animals

- To recognise, recall and spell ten different fruits.
- To learn how to say the ten fruits introduced in the previous two lessons in plural form.
- To learn how to formulate and express a positive opinion on the learnt fruits.
- To learn how to formulate and express a negative opinion on the learnt fruits.

### Music – Instrumental Tuition

- To identify the basic key features of staff notation.
- To recognise and play minims by ear and from staff notation, moving up and down by step.
- To recognise and play semibreves and crotchet rests by ear and from staff notation.
- To compose rhythmic patterns.