

The Stone value that we are focusing on this term is COMMUNITY

Learning skills that we are practising this half term:
 Resilience, Self-Awareness, Meta-Learning, Self-Belief

<p>English <u>How to Wash a Woolly Mammoth - Michelle Robinson</u> Writing instructions</p> <p><u>Ug: Boy Genius and His Search for Soft Trousers - Raymond Briggs</u> Comic strips Book review</p> <p><u>The Pebble in My Pocket - Meredith Hooper/ The Story of Roger Rock</u> Explanation texts</p> <p><u>Stone Age Boy - Satoshi Kitamura</u> Drama - acting in role Character profiles Writing a diary entry Letter writing Thesaurus skills Debating Discursive writing</p> <p><u>Stone Girl, Bone Girl: The Story of Mary Anning of Lyme - Laurence Anholt</u> Writing biographies</p>	<p>Maths <u>Place Value - Numbers to 1000</u> Count from 0 in multiples of 4, 8, 50 and 100 Find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Compare and order numbers up to 1000 Identify, represent and estimate numbers using different representations Read and write numbers up to 1000 in numerals and in words Solve number problems and practical problems involving these ideas</p> <p><u>Addition and Subtraction</u> Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p>	<p>Science <u>Rocks and Soils</u> <i>To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</i> - understand the difference between natural and man made rocks, classify rocks based on their type, understand and explain the processes of the rock cycle.</p> <p><i>To recognise that soils are made from rocks and organic matter - making wormeries, investigating soil permeability.</i></p> <p><i>To describe in simple terms how fossils are formed when things that have lived are trapped within rock - understand how fossils are formed, study scientist Mary Anning.</i></p>
<p>Computing <u>We are Programmers</u> Creating an animation using Scratch. Design, write and debug programs to accomplish specific goals. Use logical reasoning to detect and correct errors in algorithms and programs. Select, combine and use a variety of software to design, create and present information.</p>	<p>Topic - History <u>Stone Age to the Iron Age</u> To understand how lifestyle changed between the 3 periods of the Stone Age. To understand who the first people were and how they lived (clothing, food, homes). To understand the lifestyle of a hunter-gatherer. To understand why weapons were so important to Stone Age people. To understand how people communicated in the Stone Age. To identify animals from the past. To understand the importance of Skara Brae for archaeologists.</p>	<p>Art and design Dye fabric using natural materials. Cave paintings - to understand how people communicated in the Stone Age. Design their own cave painting to tell a Stone Age story. Pencil shading techniques. Make and draw fossils.</p>
<p>P.E. <u>Invasion Games - Unit 1 REAL PE Personal Skills</u> Coordination skills Floor movement patterns – control, consistency, fluency and rhythm Balance – stability and control</p>	<p>Music <u>'Three Little Birds'</u> Understand the geographical origin of the song and the era it was produced Learn and apply key musical elements - pulse, rhythm, pitch Work together in a band Improvisation and composition Pentatonic scales</p>	<p>Citizenship <u>New Beginnings</u> Belonging, self-awareness, understanding feelings of myself and others, managing feelings, social skills, making choices, understanding rights and responsibilities.</p>
<p>RE <u>Does taking bread and wine show that someone is a Christian?</u> Explore communion and other ways of belonging to a church. Identify the importance of religious stories and symbols. Ask questions about their own and others' experiences and influences. Recognise their own values and make links between values and commitments.</p>	<p>British values/SMSC These values will be taught throughout the children's learning; democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>French Greetings French names and classroom instructions Numbers to 12</p>