

The Stone value that we are focusing on this term is: Community

Skills for Life that we are practising this half term: Resilience, Self-awareness, Meta-learning, Self-belief

English

Non-fiction and Biography

How to Wash a Woolly Mammoth – Michelle Robinson

- Writing instructions
- Descriptive writing

The Pebble in my Pocket – Meredith Hooper

- Explanation texts
- Dictionary work
- Narrative writing

Stone Girl, Bone Girl: The story of Mary Anning of Lyme – Laurence Anholt

- Cross-curricular link to Science.

Reading:

- Develop positive attitudes to reading, and an understanding of what they read
- Understand what they read, in books they can read independently, by:
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Asking questions to improve their understanding of a text
- Predicting what might happen from details stated and implied
- Identifying main ideas drawn from more than 1 paragraph and summarising these
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Using dictionaries to check the meaning of words that they have read.

Spelling, Punctuation and Grammar

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Maths

Mental Maths

- I can count from 0 in multiples of 2, 5, 10, 50 and 100
- I can recall and use multiplication and division facts for the 2, 5 and 10 times tables

Place Value – Numbers to 1000

- 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

Addition and Subtraction

Add and subtract numbers mentally, including:

- A three-digit number and ones
- A three-digit number and tens
- A three-digit number and hundreds

Science

Rocks and Fossilisation

- To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- To understand the difference between natural and man-made rocks, classify rocks based on their type, understand and explain the processes of the rock cycle.
- To recognise that soils are made from rocks and organic matter.
- To describe in simple terms how fossils are formed when things that have lived are trapped within rock.

<ul style="list-style-type: none"> • Use a dictionary to check the meaning of words they using sentences with different forms in their writing (statements, questions, exclamations and commands) • using some expanded noun phrases to describe and specify • using present and past tense mostly correctly and consistently • using co-ordination (or / and / but) and some subordination (when / if / that / because) • adding suffixes to spell some words correctly in their writing e.g. <i>–ment, –ness, –ful, –less, –ly*</i> • using the diagonal and horizontal strokes needed to join letters in some of their writing • writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • using spacing between words that reflects the size of the letters. 		
<p>RE Our big question for this term is ‘Does taking bread and wine show that someone is a Christian?’</p> <ul style="list-style-type: none"> • 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>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. Draw a fossil.</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>Music <u>‘Three Little Birds’</u></p> <ul style="list-style-type: none"> • 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>Citizenship <u>New Beginnings</u> Belonging, self-awareness, understanding feelings of myself and others, managing feelings, social skills, making choices, understanding fights and responsibilities.</p>
<p><u>P.E. invasion games</u> Unit 1 REAL PE Personal Skills</p> <ul style="list-style-type: none"> • Co-ordination skills • Floor movement patterns – control, consistency, fluency and rhythm • Balance – stability and control. 	<p><u>British values/SMSC</u> 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><u>French</u></p> <ul style="list-style-type: none"> • Greetings • Numbers to 12 • French names and classroom instructions