

**Mathematics:**

Autumn Baseline Assessments

Big Maths Program

Outer Maths – Measure and Geometry

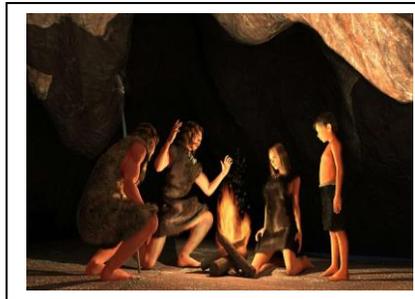
CLIC Challenges

Learn its Challenges



**Autumn Term**  
**First Half Term**

**Prehistoric**  
**Britain**



**Art and Design:**

Cave paintings,  
prehistoric beats paintings,  
moonlight Stonehenge  
pictures, children as cave  
people,

**Literacy:**

Autumn Baseline Assessments

Stories by the same author: Roald Dahl

Matilda

The Twits

Fantastic Mr Fox

Read, Write, Inc:

Children streamed into ability groups

**D.T**

Designing, making and  
evaluating a Stone Age house.

Designing, making and  
evaluating a Stone Age spear.

Designing, making and  
evaluating a Stone Age

**R.E**

Buddhist worship and  
beliefs

**P.E**

Dance,  
swimming,

**Geography**

Using maps and globes to locate  
areas where the stone age, bronze  
age and iron age began.

**Personal, Social and Emotional**  
**Development:**

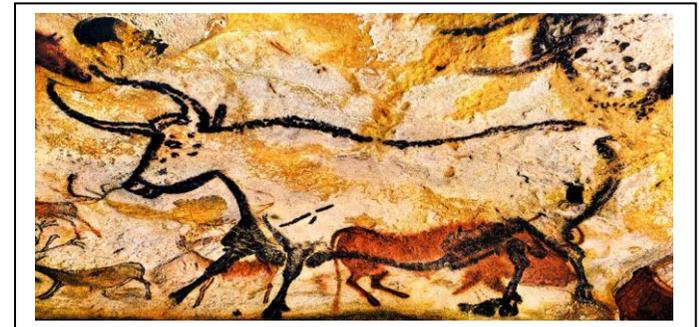
Democracy

Led by Mrs Stephenson



**History:**

What is Prehistory?  
Palaeolithic Period  
Mesolithic Period  
Neolithic Period  
the Bronze Age  
the Iron Age



**Music**

Led by Mrs Burgess

**ICT**

Alternating lessons  
using the lap tops and  
I Pads

**Science**

Evolution and  
Inheritance

## Geography

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

describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

## Art and Design:

to improve their mastery of art and design techniques, including drawing with a range of materials

to improve their mastery of art and design techniques, including painting with a range of materials

to improve their mastery of art and design techniques, including sculpture with a range of materials

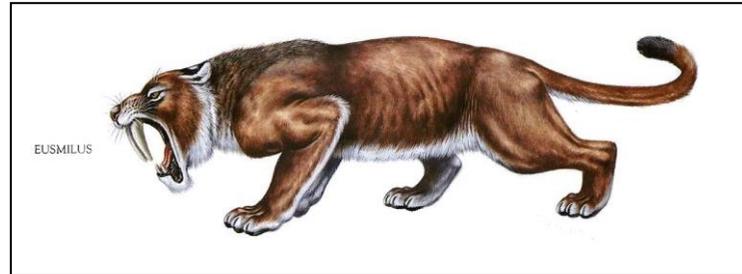
about great artists in history



**Autumn Term**  
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**Objectives/Links**



## History

To identify and describe different ways in which the past has been interpreted.

To identify some of the different ways in which the past is represented.

To use sources of information in ways that go beyond simple observations to answer questions about the past.

To recognise that there are reasons why people in the past acted as they did.

## Design & Technology

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

apply their understanding of how to strengthen, stiffen and reinforce more complex structures

## ICT

Children to become confident using both the lap tops and I Pads

## P.E

Highlight levels in P.E file for each child –  
AF1: Developing physical competence & performance.  
AF2: Developing healthy, active lifestyles.  
AF3: Evaluating & creating solutions.

## Science

recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

identifying scientific evidence that has been used to support or refute ideas or arguments

recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

## Autumn Term

### First Half Term

### Prehistoric

### Britain

### Objectives/Links

### to APP

## Music

Led by Mrs Burgess

Assessments to be taken by Mrs Burgess.

## R.E

To use some religious words and phrases to identify some features of religion and its importance for some people.

To begin to show awareness of similarities in religions.

To retell religious stories and suggest meanings for religious actions.

To ask and respond sensitively to questions about their own and others experiences and feelings.

