



BIG Question: How does life in prehistoric times influence our lives today?

Key Vocabulary: prehistoric, stone age, bronze age, iron age, archaeologists, artefact, palaeolithic, Mesolithic, neolithic, Stonehenge, cairns, stone circles, hillforts.

Practise at Home:

Homework topic activities; Timetables Rockstars (MTC)/Spelling Shed/Maths Jam

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning: Royal Cornwall Museum Truro – Stone Age to Iron Age workshops for an immersive experience.

Relationships and Health Education:

Module 1 – Created and Loved by God

Get Up! – • We are created individually by God who is Love, designed in His own image and likeness • God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) • Every human life is precious from the beginning of life (conception) to natural death • Personal and communal prayer and worship are necessary ways of growing in our relationship with God

The Sacraments - • That in Baptism God makes us His adopted children and 'receivers' of His love • That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). • It is important to make a nightly examination of conscience

As Musicians, we will:

Developing Notation Skills – learning about all the foundational elements of music with a focus on notation. Introducing notation more formally. Improvisation, composing, sharing experiences, learning about musical styles and recognising different sounds.



DT: As designers, we will:

- Use knowledge of a range of products to inform plans and designs.
- Talk about and disassemble products and describe their function.
- Use simple prototypes, labelled sketches and detailed instructions in plans and designs.
- Talk in depth about ideas, plans and reasons for choices.
- Investigate and compare a range of similar existing products.
- Compare and contrast the similarities and differences of products with the same function.
- Evaluate ideas and products against design criteria; and suggest ways in which products can be improved.
- Gain an understanding of the way in which the work of famous inventors, designers, engineers, chefs and manufacturers that have impacted on the development of product design and function, e.g. Dyson use to inform and support evaluation and further development of own product.

Science: As scientists, we will:

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter.

RE: as theologians, we will:

Topic 1, creation.

This unit is divided into four sections: Questions and Stories, Psalm Poems and Prayers, Stewardship, and Justice and Equality.

We'll be understanding how to use religious words and phrases, recognising the simple links between sources and beliefs. We'll express a point of view, play with possibilities, and identify our personal responses to a variety of creative and artistic expression. Finally, we'll be reflecting on the meaning of what they have learned for use in our own lives, talking about our own experiences and how the future of communities can be transformed by what we have learned.



Art: As artists, we will:

Make loose gestural drawings with charcoal and explore drama and performance. Create sketchbooks to record their observations and use them to review and revisit ideas.

PE: As athletes, we will:

Football

Develop ways to travel with the ball
Pass and receive
Use a range of skills to tackle and keep possession of the ball and defend
Play as part of a team

Alternative sports

Crazy Catch (use skills & tactics)
Ultimate Frisbee (catching skills)
Lacrosse (throw& receive)
Fencing (use a foil safely, perform some moves with a partner)
Handball
Be competitive

Maths: As mathematicians, we will:

Place Value -

Represent & partition numbers to 100
Recognise & use a number line to 100
Hundreds
Represent & partition numbers to 1,000
Carry out flexible partitioning of numbers to 1,000
Recognise & use hundreds, tens and ones
Find 1, 10 & 100 more or less
Recognise & use a number line to 1,000
Estimate on a number line to 1,000
Compare & order numbers to 1,000
Count in 50's

Addition & Subtraction -

Apply number bonds within 10
Add and subtract 1s, 10s & 100s
Spot patterns
Make connections
Add and subtract 2 & 3-digit numbers

History: As historians, we will:

- **Prehistory** refers to the study of humans before there was writing.
- Prehistoric Britain is split into the **Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age**
- **Hunter-gatherers** are people who travel looking for animals to hunt and plants and berries to gather
- **Agriculture** is the farming of plants (**arable**) and animals (**pastoral**) to eat
- Hunter-gatherer diets gradually gave way to agriculture and farming in the Neolithic period
- The move towards farming meant that prehistoric communities became more **settled, larger** and homes became more **sophisticated**
- The lack of written sources mean that it is difficult to know what people believed
- The design of **hillforts, stone circles** and **geoglyphs** suggest that the natural world was very important
- **Stonehenge** and other stone circles are made of **sedimentary** and **igneous** rocks
- Burials suggest that people believed in an **afterlife**, and reflect the lives they lived



Geography: As geographers, we will:

- Sort, group and compare physical and human features in the local environment.
- Use maps and simple street plans to locate places and features in the locality and further afield.
- Compare features of the local environment and give reasons for thoughts and views.
- Compare features of localities, giving reasons for their similarities and differences.
- Identify a range of geographical features on maps.

Computing: As programmers, we will

Explain how digital devices function
Identify input and output devices
Recognise how digital devices can change the way we work
Explain how a computer network can be used to share information
Explore how digital devices can be connected
Recognise the physical components of a network