|  | Wk 1: 04/9/23 | Wk2: 11/9/23 | Wk 3: 18/9/23 | Wk 4: 25/9/23 | Wk 5: 9/10/23 | Wk 6: 10/10/23 | Wk 7: 16/10/23 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Dates |  | PD Swimming | PD Swimming | PD Swimming | PD Swimming | PD Swimming | 3 days only |
| Topic | Knowledge harvest/ <br> NC - Know about the main events, dates and characteristics of the past societies they have studied <br> ENTRY POINT <br> Fires/Scav Hunt Knots \& gadgets Water filtering Environmental art (charcoal textures) | Explain the theme Small timeline from Stone Age to Iron Age <br> Hunter Gathererer lifestyle <br> NC - Know about the lives of people in those periods. <br> Know about the main similarities and differences between the past societies they have studied <br> Understand that the past can be considered in terms of different time periods | Taming animals \& farming <br> Skara Brae <br> NC - Know how particular localities have been affected by human activities <br> Know how particular localities have been affected by natural features and processes <br> Know how the nature of particular localities affect the lives of people living there <br> Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there | AVEBURY <br> NC - Be able to make simple maps and plans of familiar locations <br> Be able to gather information from simple sources <br> Understand that the past can be recorded in a variety of different ways | Stone age tools and weapons <br> Stonehenge problem solving related to science <br> Friction Y3 Rising Stars <br> NC - Be able to give some reasons for particular events and changes <br> Be able to use their knowledge and understanding to answer simple questions about the past and about changes | Changes in the iron age <br> Malmesbury hill fort <br> NC - Be able to describe the main geographical features of the area immediately surrounding the school | EXIT POINT <br> Lascaux Caves Cave Paintings |
| $\begin{aligned} & \text { SPAG } \\ & \text { Y3 } \end{aligned}$ | Punctuation | Conjunctions or and, but | Subordination, when , with, because, but | Commas in alist | Apostrophes | Present and past tense | Determiners a and an |
| $\begin{aligned} & \text { English } \\ & \text { Y3 } \end{aligned}$ | Intro to class author (Roald Dahl) Start to read Twits | Roald dahl character studies | Stone Age Boy Diary Writing | Stone Age Boy Diary Writing | Stone Age Boy instructions | Stone Age Boy Instructions | Harvest |
| $\begin{aligned} & \text { SPAG } \\ & \text { Y4 } \end{aligned}$ | Common and proper nouns | Expanded noun phrases | Fronted adverbials | Punctuating speech | Nouns and verbs | Synonyms | Synonyms |


| $\begin{aligned} & \text { English } \\ & \text { Y4 } \end{aligned}$ | Book Study - Stone Age Boy / Cave Baby/ Ug Stories with historical setting |  |  |  |  | Kennings and Llmericks | Kennings and Llmericks |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { Maths } \\ & \text { Y3 } \end{aligned}$ | Place Value | Place Value | Place Value | Time | Addition + Subtraction | Addition + Subtraction | Addition + Subtraction |
| Maths Y4 | Place Value | Place Value | Place Value | Place Value | Addition + Subtraction | Addition + Subtraction | Addition + Subtraction |
| RE Y3 <br> People of God | WALT understand the structure of the Bible. | WALT understand the story of Noah and the flood. | WALT explore the character of Noah. | WALT explore what a covenant is. | WALT explore the links between promises in the story of Noah with promises at a wedding. | WALT compare Noah with Abraham. |  |
| RE Y4 Hinduism | WALT explain who founded Hinduism and where. | WALT identify some of the ways Hindus worship | WALT explain the main beliefs of Hinduism | WALT explain which places are special to Hindus | WALT name and des Hindu festivals. | ribe some special | WALT name and explain the meanings of Hindu symbols. |
| $\begin{aligned} & \text { PSHRE } \\ & \text { Y3 } \end{aligned}$ | Introduction to PSHE Healthy families | Friendships conflict <br> ASSESS | Effective communication | Learning who to trust | Respecting differences | Stereotyping 1 | Stereotyping 2 |
| $\begin{aligned} & \text { PSHRE } \\ & \text { Y4 } \end{aligned}$ | (week1)Introduction to PSHE <br> Respect and manners | Healthy friendships | My behaviour | Bullying | Stereotypes | Families in the wider world | Loss and change |

