English

This half term we will be writing a set of instructions – How to catch a stone age monster for Ug. We will focus on:

- Layout
- Imperative verbs and adverbs
- Present tense
- Time prepositions

We will also be writing a portal story – Stone Age Boy. Our focus will be on the setting of the story as well as:

- Use subordinating conjunctions
- Descriptive language-adjectives, verbs, adverbs and prepositions
- Time conjunctions
- Creating settings

Spelling

- y as an i sound
- Prefixes mis and re
- Apostrophe for contractions
- /ei/ sounds
- Homophones and near homophones
- Words ending with g sound spelt gue
- Words ending with the k sound spelt que

Grammar

- a or an determiner
- Paragraphs
- Subordinating conjunctions
- Inverted commas/speech marks

Reading

- Skimming and scanning skills for retrieval
- Summarising the key themes from paragraphs
- Retrieve information from non-fiction texts

Topic
Through the Ages

Class Book
The Wild Way Home

Maths

In Maths, we'll be learning about addition and subtraction by:

- Using the column method to add and subtract 3-digit numbers with no exchange
- Using the column method to add and subtract with exchanging
- Completements to 100
- Estimating and using the inverse to check answers

Multiplication and division:

- Revision of 10, 5 and 2 times tables
- Revision of equal groups and using arrays
- Multiply and divide by 3
- Multiply and divide by 4
- Multiply and divide by 8

Science
Rocks and soils

In this unit, pupils 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.

R.E.
What are festivals of light?

During this unit, pupils will learn:
• To deepen understanding of festivals as celebrations of religious stories.
• To explore how light and dark are symbols of good and evil in many faiths.
• To link Jesus as the light of the world, and His command that His followers also shine as lights.
• To understand that All Saints celebrates goodness, hope and light, while its eve is associated with the forces of darkness, and that Hallowe'en is not celebrated by Christians..
• To explore the symbolism of the Christingle.
• To deepen understanding of Advent and Diwali.
• To explore the story and celebration of the Jewish festival of Hanukkah.

PHSE
Happy and Healthy Me

This term we will be learning:
- To recognise opportunities to make our own choices about food, what might influence their choices and the benefits of a balanced diet.
- Understand how to make informed choices and to begin to understand the concept of a balanced lifestyle.
- Research and debate topical issues.
- To recognise the difference between males and females and learn the agreed names of body parts.

Art
Gestural Drawing with Charcoal

In this unit, the children will learn by making loose, gestural drawings with charcoal, and exploring drama and performance. The key concepts covered are:
- When we draw we can use gestural marks to make work.
- When we draw we can use the expressive marks we make to create a sense of drama.
- When we draw we can move around.
- When we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama

Music
Exploring Rhythmic Patterns

In music sessions we will be performing a simple rhythmic ostinato (repeated rhythm) and composing rhythmic patterns through:

- Identifying call and response structures.
- Identify dynamics (volume).
- Composing melodic patterns.
- Creating a simple graphic score.
- Using informal notation.
- Playing rhythmic patterns.
- Identifying rests in music.

German
Describing me and others

- **Phonics**: the sound-symbol correspondences taught this term are: long & short forms of [a] [e] [i] [o] [u]; [ei] & [ie]; [w] [z]; soft & hard [ch]
- **Vocabulary:** greetings, personal pronouns, question words, nouns for people, adjectives to describe things, colours, nouns for possessions, 'That is not my…' story.
- **Grammar:** sein (singular), subject-verb inversion with questions, definite and indefinite articles (singular, nominative), possessive adjective (singular), negation (nicht + adverb / definite article / possessive adjective), capitalisation of nouns.

History **Through the Ages**	**PE** **Ball skills**	**Computing** **Stop Frame Animation**
This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement. This unit is structured around 4 sequential history enquiries: 1. What was 'new' about the New Stone Age? 2. Which was better, bronze or iron? 3. If you were Julius Caesar, would you have invaded Britain in 55BC? 4. When do you think it was better to live – Stone Age, Bronze Age or Iron Age?	In this unit, the children will learn: • Develop confidence and accuracy when tracking a ball • Explore and develop a variety of throwing techniques • Develop catching skills using one or two hands • Develop ball dribbling skills • Develop tracking, sending and dribbling skills using their feet	In this unit, the children will learn: • That animation is a sequence of drawings or photographs • Relate animated movement to a sequence of images • Plan their own animation • Understand the importance of working consistently and carefully • Review and improve animations • Evaluate the impact of adding other media to an animation