



As Time Began Autumn 2



Our Key Enquiry Question is...

How did the Stone Age people effect our lives?



Websites:

<http://www.bbc.co.uk/history/handsonhistory/ancient-britain.shtml>

<http://stoneagequest.org.uk/teacher/>

http://www.bbc.co.uk/schools/scienceclips/ages/7_8/rocks_soils.shtml

http://www.bbc.co.uk/bitesize/ks2/science/materials/rocks_soils/read/1/

Challenges for Home:

See half termly project letter on Seesaw

Please tweet us using the hashtags below if you see your child showing any of our Archibald qualities.

We will continue to teach the children how to make the right choices and be **#ResponsibleCitizens**

Through our creative curriculum, we will be **#HavingFun** whilst learning.

We will continue to inspire and develop **#ConfidentIndividuals**

Having fun, achieving excellence.

Successful learners. Confident individuals. Responsible citizens.

Key Dates and Reminders:

PE Class 8 — Monday & Thursday

Class 7 — Tuesday & Friday

Literacy

The children will look at a range of non-chronological reports and information texts. They will be using a range of sources to gather information about life in the Stone Age, Bronze Age and Iron Age. Building on this knowledge, they will be creating their own detailed reports. We will then look at the story of The Stone Age Boy to help us understand the changes from the Stone Age to the Iron Age. The children will use their imagination to write a story illustrating the differences between the different ages.

Weekly spelling, punctuation and grammar sessions will consolidate work covered in Key Stage 1 as well as introducing Key Stage 2 SPaG rules and conventions. We will look at the application of these skills in a range of writing types.

Numeracy

The children will continue to consolidate their understanding of place value and apply it to further areas of numeracy. We will be adding and subtracting ones and tens from two digit and three digit numbers. Children will learn how to estimate answers and then use their addition and subtraction skills to check how close they were.

Later in the half term, we will be looking at multiplication and division. Children will be starting to learn their times tables for the 3,4 and 8's. Following this, they will be solving word problems involving multiplication and division as well as missing number problems.

Please can children continue to go on TT Rockstars at home to further support their multiplication learning.

PE *Having fun, keeping healthy and learning new skills...*

Children will enjoy weekly sessions of PE where they will develop agility, balance and coordination through a series of invasion games. They will also begin to learn and improvise a range of dance moves.

PSHE

We have Anti-bullying week this half term. Following on from this, we will think about the question: why is respect so important? We will recognise the importance of self-respect and how this can affect our thoughts and feelings. We will discuss how everyone should expect to be treated politely and with respect by others.

RE *Developing respect, tolerance, understanding and knowledge...*

This half term the children will be learning about Jesus and finding out where he came from. Children will also discover some of his most important teachings and how he influenced so many people.

Music—*listening, appreciating, interpreting, playing, developing...*

The Children will continue with their weekly 'Charanga' music sessions, with a focus on performing songs and appraising music. Children will also be learning a range of traditional Christmas Carols and songs for the festive period!

Computing

Children will use ICT as a source to research information about Pre-Historic Britain. They will create their own PowerPoint document to present this information effectively. They will be learning how to crop images, resize and rotate images, add hyperlinks and insert transitions between slides.

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Science

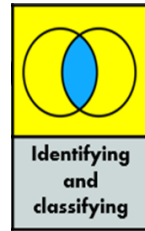
The key enquiry questions will be explored through the following activities.

In Science, the children will look at a selection of rock samples and compare and describe them according to the different characteristics.

They will carry out investigations to see their durability as well as using hand lenses to observe and sketch the surface of each rock. Children will use a variety of rock samples to test for permeability by observing how much and how quickly water is absorbed.

Lessons will also allow pupils to find out how the different rock types of igneous, sedimentary and metamorphic are formed.

Children will also be researching and finding out about fossils and soil. They will record their findings in a variety of ways, including charts, tables and graphs.



Identifying
and
classifying



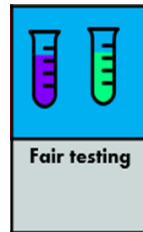
Observation
over time



Researching



Pattern
seeking



Fair testing

History

The key enquiry questions will be explored through the following activities.

We will be starting this topic by asking the children to imagine what it would have been like in the Stone Age. The children will be carrying out a range of problem solving activities to encourage thinking skills and new questions. Following this, the children will begin to look at a range of sources of evidence, such as artist impressions of a hunter gatherer lifestyle. Children will look at photos of objects and artefacts from Pre-historic Britain, including from a local Archaeological excavation at Low Hauxley, Northumberland.

Following The Stone Age we will look at changes over time during The Bronze Age and then The Iron Age.

Chronology, Cause and Consequence, Historical Significance, Continuity and Change

Scientific Enquiry Types

*Observation over time,
Identifying and Classifying,
Researching,
Fair Testing
Pattern seeking*

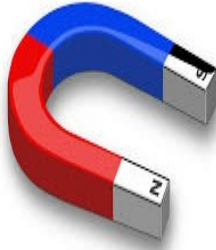
Art/Design Technology

Pupils will use websites to research the origins of cave art and work to create their own pieces of art using a variety of printmaking techniques. Children will create a range of shades of colour to paint a Stone Henge silhouette piece of art. They will be following the work of Andy Goldsworthy and creating their own rock sculptures.

Key Vocabulary

Science (Rocks and Soil)

- Soft / Hard
- Permeable / Impermeable
- Durable
- Sedimentary
- Igneous
- Metamorphic
- Fossils



Topic/History (As Time Began)

- Stone Age
- Bronze Age
- Iron Age
- Pre-history
- Timeline
- Chronology
- Palaeolithic
- Mesolithic
- Neolithic
- Archaeology

Literacy

Sentence types
Adjectives
Prefix/suffix
Speech Marks

Fronted Adverbial
Adventurous Vocabulary
Homophones
Regular and irregular plurals

Numeracy

Place value, hundreds, tens, ones,
> more than <less than = equal to
sum, total, difference, add, subtract,
inverse, multiple, multiplication, division

Key Stage 2

- *Use a dictionary to find out the meanings of these words.*
- *Have you ever come across the words before in a different topic / subject?*
- *Can you think of alternative words to use?*
- *Can you use these words within your work?*

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