



Year 4 – Spring Term 2 – Stone Age

As readers and writers we will....

Key Texts: *Stone Age Boy* by Satoshi Kitamura

Writing Genres: First person recount, explanation text, letter writing

N/C OBJECTIVES:

Reading: Comprehension:

... drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence

... predicting what might happen from details stated and implied

... explain & summarise what is happening in the text

Writing: Punctuation and Grammar

... use fronted adverbials with commas after them

... use paragraphs to organise ideas around a theme

... appropriate choice of pronoun & noun within and across sentences to aid cohesion & avoid repetition

... use questions appropriately

Writing: Composition

Plan their writing by:

... discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

...discussing and recording ideas

... share ideas and plan as a class

Draft and write by:

...composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

...organising paragraphs around a theme

Evaluate and edit by: ...assessing the effectiveness of their own and others' writing and suggesting improvements

... proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

... proof-read for spelling and punctuation errors

Spelling: Spell words correctly ending with different prefixes (super-, sub-, dis-, mis-, il-). 's' sound spelt /sc/ 's' sound spelt as soft /ce/ plural possessive apostrophe.

N/C OBJECTIVES: - ...use further prefixes and suffixes and understand how to use them ...spell words that are often misspelt ...place possessive apostrophe accurately in words

Handwriting: writing all ascenders and descenders clearly and consistently within our writing.

N/C OBJECTIVES: - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

...increase legibility, consistency and quality of handwriting

As mathematicians we will...

Unit 'Length and Perimeter',

Unit 'Fractions and Decimals'

N/C OBJECTIVES:

... convert between different units of measure [for example, kilometre to metre; hour to minute]

... measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

... recognise and show, using diagrams, families of common equivalent fractions

... solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

... add and subtract fractions with the same denominator

Basic Skills:

...recall multiplication and division facts to 12 x 12

As scientists we will...

Start our unit about Sound.

We will explore different sounds and look into how these different sounds are made.

Some of these sounds will be linked to vibrating. We will also recognise and find patterns between the pitch and the volume of an object. Pupils will recognise different sounds and noises getting fainter and explain why this happens.

N/C OBJECTIVES:

...Identify how sounds are made, associating some of them with something vibrating

...Recognise that vibrations are from sounds that travel through a medium to the ear

...Find patterns between the pitch of a sound and features of the object that produced it

...Find patterns between the volume of a sound and the strength of the vibrations that produced it

...Recognise that sounds get fainter as the distance from the sound increases.

As computer scientists we will...

Understand that servers on the Internet are located across the planet.

Understand how email is sent across the Internet. Understand how the Internet enables us to collaborate.

N/C OBJECTIVES:

... Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

As geographers we will...

Along side our History study, we will be developing our understanding of how geography is ever-changing. We will learn how Britain was originally connected to mainland Europe by an area of land called Doggerland. This however, is now submerged beneath the southern North Sea. It was flooded by rising sea levels around 6500-6200 BC. We will also consider why Stone Age settlements were chosen - thinking about choice of location, purpose, available resources, use of tools, types of settlement, land use, trade.

N/C OBJECTIVES:

... extend knowledge and understanding beyond local area

...describe and understand key features of human and physical geography.

As historians we will...

An in-depth study of the Stone Age. We will be seeing how the Stone Age fits within our current chronological knowledge, and then focussing on the three periods of the Stone Age (Palaeolithic, Mesolithic and Neolithic). Looking at how people and their lifestyles changed over the three periods. We will see how in Palaeolithic period cave paintings were used for basic communication; how weapons and tools were developed for hunting & gathering in the Mesolithic period; and how in the Neolithic period people became farmers and more settled - with a focus on Skara Brae. We will then compare how shelters & homes developed over the Stone Age, and what the diet of Stone Age people was like.

N/C OBJECTIVES:

...develop chronologically secure knowledge and understanding of British, local & world history ...note connections, contrasts and trends over time

...develop appropriate use of historical terms

...changes in Britain from the Stone Age to the Iron Age

...late Neolithic hunter-gatherers and early farmers (Skara Brae)

As Sports people we will...

Gymnastics using the scheme 'GetSet4PE'

N/C OBJECTIVES:

... compare their performances with previous ones and demonstrate improvement to achieve their personal best.

... develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

As musicians we will...

Body and tuned percussion (Theme: Rainforests) using the scheme KAPOW!

A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.

N/C OBJECTIVES:

... improvise and compose music for a range of purposes using the inter-related dimensions of music

... listen with attention to detail and recall sounds with increasing aural memory

... appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

As artists we will...

To understand, explore and practise the method of safe printing. To plan their design for the Brazilian Carnival Print

N/C OBJECTIVES:

... Create sketch books to record their observations and use them to review and revisit ideas

... Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

... Learn about great artists, architects and designers in history.



Stone Age to Iron Age

PSHE

In PSHCE we will...

Jigsaw Unit of Work
Healthy Me

RE

Calderdale Agreed Syllabus
unit 4:2

Christianity Judaism, Islam &
Sikhism

As French speakers we will....

Unit 7 - L'argent de poche [Pocket money] - Eurostar scheme

N/C OBJECTIVES:

Listen attentively to spoken language and show understanding by joining in and responding

...explore patterns and sounds of language through songs and link the spelling, sound and meaning of words

...appreciate songs in the language

...develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.