

	Key Learning	Activities Including Writing Opportunities and Numeracy - Application of skills	Speaking and listening	Assessment
English	<p>Genres covered</p> <p>Text: How to Wash a Woolly Mammoth:</p> <p>Dictionary use Thesaurus use Word class Instructions</p> <p>Text: Stone Age Boy:</p> <p>Use a thesaurus Adverbials Drama Debate Narrative - setting Letter home</p> <p>Text: Egyptian Cinderella:</p> <p>Compare/contrast versions Comparative conjunctions Inference/ deduction Verbs in writing Information text-Egyptian Homes/entertainment Estate Agents - Egyptian houses. Explanation text - Instructions mummification Diary Writing - Howard Carter Narrative - description through characterisation</p>	<p>Year 3 SPaG:</p> <p>Use prefixes and suffixes and understand how to add them. Use possessive apostrophe with singular and plural nouns. Extend sentences with more than one clause using a wider range of conjunctions. Choose nouns and pronouns appropriately for clarity and cohesion. Fronted adverbials (use comma after Frnt adv). Punctuating direct speech.</p> <p>Year 4 SPaG:</p> <p>The grammatical difference between plural and possessive -s Apostrophes to mark plural possession Use of inverted commas and other punctuation to indicate direct speech Converting nouns or adjectives into verbs using suffixes Devises to build cohesion within a paragraph Fronted adverbials</p> <p>Year 3 Reading:</p> <p>Preparing poems to read aloud and to perform. Recognise some different forms of poetry. Identifying main ideas from more than one paragraph and summarising these Drawing inferences such as character's feelings, thoughts and motives. Predicting what might happen. Develop a positive attitude to reading and an understanding of what they have read. Increasing their familiarity with a wide range of books.</p> <p>Year 4 Reading:</p> <p>Identifying main ideas from more than one paragraph and summarising these Drawing inferences and backing it up with evidence Maintain positive attitudes towards reading and an understanding of what they are reading Reading for a range of purposes, including for pleasure.</p>	<p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, roleplay/improvisations and debates</p>	<p>Termly reading and writing assessments.</p> <p>Updating of individual targets to show progress demonstrated during daily tasks.</p> <p>Identify key areas that need further development.</p>

		<p>Making comparisons within and across books</p> <p>Learning a wider range of poetry by heart</p> <p>Preparing poems to read aloud and perform</p>	<p>gain, maintain and monitor the interest of the listener(s)</p> <p>select and use appropriate registers for effective communication</p>	
Maths	<p>Year 4:</p> <p>Number: Place value (4 digit numbers)</p> <p>Number: Addition and subtraction</p> <p>Number: multiplication and division</p> <p>Measurement: length, perimeter.</p> <p>Year 3:</p> <p>Number: Place value (within 1000)</p> <p>Number: Addition and subtraction</p> <p>Number: Multiplication and division.</p> <p>X3, x4 and x8 times tables</p>	<p>Data handling in science.</p> <p>Construct and interpret graphs during geography and science.</p> <p>Date chronology in history.</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Offer more detailed answers to questions that need further clarification.</p>	<p>Termly formal assessments.</p> <p>Arithmetic tests to identify gaps and next steps.</p> <p>Daily maths meeting to pre teach and assess understanding.</p> <p>Updating of individual assessment to show progress demonstrated in daily lessons.</p> <p>Termly assessment.</p>
Science	<p>Light:</p> <p>Recognise that they need light in order to see things. Know that light is reflected from surfaces. Know that light from the sun can be dangerous. Know that shadows are formed when a light source is blocked. Find patterns in the size of shadows.</p>	<p>Explanation - The rock cycle (starburst STEM activity)</p> <p>Instructions - step by step fossil formation</p> <p>Investigation - which rocks would make the most suitable Stone Age axe?(STEM)</p> <p>Explanation - How we see.</p>	<p>Present orally - how the rock cycle works</p> <p>Oral explanation how we see objects</p> <p>Explain clearly after close observations what you can see/feel</p>	<p>Retrieval Powerpoints- end of unit assessment</p>

	<p>Rocks and Soils: Compare and group together different types of rocks. Describe in simple terms how fossils are formed. Know how rocks are formed (rock cycle)</p> <p>Working Scientifically: Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ♣ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ♣ using test results to make predictions to set up further comparative and fair tests</p>	<p>Data- bar charts, diagrams/labels</p> <p>Measure, record data - shadows</p> <p>Observations, classifying presenting data rocks and soils</p> <p>Oral and written explanations</p> <p>Drawing conclusions</p> <p>Research scientific evidence to answer questions.</p>	<p>Use discussion and conversation to explore and speculate about new ideas</p> <p>articulate and justify answers, arguments and opinions use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	
STEM	<p>Mummification of a tomato Tomb Raider: Death of a Mummy CSI Investigation STEM rock cycle with starbursts. Which rocks would make a suitable Stone Age axe Egyptian sundial.</p>	<p>Following instructions</p> <p>Problem solving</p> <p>Science - fair test, investigation and data analysis</p>		
History	<p><u>Stone Age</u> Chronology Sequencing and duration Comparison of each era Similarity/differences</p>	<p>Diary entries - informal writing</p> <p>Information texts</p> <p>Use of artefacts</p>	<p>Use discussion and conversation to explore and speculate about new ideas</p>	<p>Retrieval practice and ongoing work to show progress and understanding.</p>

	<p>Compare each era of the Stone Age Stone Age vs Modern day Enquiry Life during the Stone Age Archaeology as a key source of evidence of prehistory Limitations of evidence available making conclusions limited What an archaeological prehistoric site is showing (lifestyle)</p> <p><u>Egyptians</u> Chronology When civilisation began Enquiry How was Egyptian society structured? Life Style How was Egyptian society structured? The importance of the Nile to the Ancient Egyptians Advances that allowed the Egyptians to accomplish Significant Historical People Tutankhamun Howard Carter Egyptian Gods including enquiry & lifestyle Cause and Consequence How agricultural advances support civilization? (The plough) The role of the scribe in society and their importance to us today</p>	<p>Visit to Great North Museum</p> <p>Interview archeologist</p> <p>Investigating settlements - geography skills</p>	<p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>listen and respond appropriately to adults and peers.</p> <p>maintain attention and participate in collaborative discussion.</p> <p>articulate and justify answers, arguments and opinions.</p> <p>understand the difference between a fact and opinion.</p>	<p>Questioning to check understanding and identify misconceptions</p> <p>Termly assessment.</p>
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	Downfall of the Ancient Empire			
Geography	<p><u>Stone Age</u> Geographical enquiry Why is Skara Brae located where it is? Skills and fieldwork Identify key Stone Age settlements in the UK Sustainability What happened to the people of Skara Brae?</p> <p><u>Egyptians</u> Physical geographical change Compare land maps to modern day Knowledge of locations Identify Egypt on a world map How far did the Egyptian Empire stretch? (location) Human and physical Physical features, including landscape and climate Impact of the River Nile on everyday life Sustainability Downfall of the Ancient Empire</p> <p><u>Rivers (Kapow)</u> Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location.</p>	<p>Map work and co-ordinates (grid references)</p> <p>Map work to identify settlements</p> <p>Fieldwork</p> <p>Data collection and handling</p> <p>Environmental issues linked to land use and rivers</p>	<p>Listen and respond appropriately to adults and peers.</p> <p>Maintain attention and participate in collaborative discussion.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Understand the difference between a fact and opinion.</p> <p>Consider and evaluate different viewpoints.</p>	<p>Retrieval practice and ongoing work to show progress and understanding.</p> <p>Questioning to check understanding and identify misconceptions.</p> <p>Termly assessment.</p>

	<p>Describe different ways a river is used.</p> <p>List some of the problems around rivers.</p> <p>Describe human and physical features around a river.</p> <p>Identify the location of a river on an OS map.</p> <p>Make a judgement on the environmental quality in a river environment.</p> <p>Make suggestions on how a river environment could be improved.</p>			
Art	<p>Kapaw</p> <p>Painting and mixed media: Prehistoric painting</p> <p>Craft and Design: Ancient Egyptian Scrolls</p> <p>Egyptian landscape - sunset (watercolours)</p> <p>Design and create a sarcophagus (range of media)</p>	<p>Cave paintings</p> <p>Egyptian hieroglyphics</p> <p>Sculpture</p> <p>Explanation text</p> <p>Shape</p> <p>Repeated patterns</p> <p>Graphics</p> <p>Research</p> <p>Discussions and use of key vocabulary</p> <p>Techniques acquired and developed through the unit</p>	<p>Verbal reflections about creative decisions.</p> <p>Reflect on successes.</p> <p>Discuss artists' work and explain what they might use in their own work.</p> <p>Articulate and justify answers, arguments and opinions.</p>	<p>Peer assessment.</p> <p>Retrieval activities and ongoing work to show progress and development of skills.</p> <p>Termly assessment.</p>
Music	<p>KAPOW</p> <p>Ballads</p> <p>Changes in pitch, tempo and dynamics (Theme: Rivers)</p>	<p>Writing lyrics</p> <p>Perform an ostinato a short, repetitive, often rhythmic pattern that repeats throughout a piece of music.</p>	<p>Perform to an audience</p> <p>Clear intonation</p> <p>Use discussion and conversation to explore and speculate about new ideas</p> <p>Listen to feedback and improve performance.</p>	<p>Peer and self-assessment to evaluate and improve performances.</p> <p>Termly assessment.</p>

			<p>Participate in performances, role play and presentations.</p> <p>Use different strategies to gain and maintain the interest of the audience.</p>	
D/T	<p>Kapow Textiles: Cross-stitch and appliqué -Egyptian collars/cushions</p> <p>Design death mask</p> <p>Modrock mummification</p>	<p>Make cushions and collars Instructions</p> <p>Measuring Graphic design</p> <p>Discussions and use of key vocabulary Techniques acquired and developed through the unit How well their product functions</p>	<p>Verbal reflections about creative decisions.</p> <p>Listen and respond appropriately to adults and peers.</p>	<p>Peer and self-assessment to evaluate and improve performances.</p> <p>Termly assessment.</p>
PE	<p>Football Hockey Multi skills/games</p>	<p>Egyptian folk music - choreograph a symmetrical dance that makes you feel happy</p> <p>Symmetry Sequence Discussion with coaches Skills acquired and developed over time Self-reflection and evaluation</p>	<p>Listen and respond appropriately to adults and peers.</p>	<p>Demonstration of skills in practice and performance situations.</p> <p>Termly assessment.</p>
RE	<p>How do Hindus worship?</p> <p>How and why is Advent important to Christians?</p>	<p>Visit a temple (physical or virtual)</p> <p>Interview a Hindu Visit a church Interview Rev. Lesley Explanation Questioning/ Interview</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Maintain attention and participate in collaborative.</p>	<p>Retrieval activities and ongoing work to show progress and development of skills.</p>

		<p>Instructions</p> <p>Reading calendars for important dates e.g. Diwali</p> <p>Research</p> <p>Weekly retrieval PPTs as starters</p> <p>Discussions</p> <p>Written work</p>		<p>Responses and participation in class discussions.</p> <p>Termly assessment.</p>
PSHCE Me, You and the World	<p>Money</p> <p>Jobs</p> <p>Operation Encompass</p> <p>Relationships/friendships</p>	<p>Visit from officer when completing Operation Encompass</p> <p>Interview with an accountant</p> <p>Money</p> <p>Budgeting</p> <p>Discussions</p> <p>Engage in awareness and careers days</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Maintain attention and participate in collaborative discussion.</p> <p>Select a variety of words that can be used to talk about similar feelings.</p>	<p>Responses and participation in class discussions.</p> <p>Update floor book after weekly sessions.</p> <p>Termly assessment.</p>
Computing	<p>Creating Media: Animation</p> <p>Creating Media: Desktop Publishing</p>	IPads - IMovie - create animations	<p>Speak audibly and fluently.</p> <p>Participate in presentations and performances.</p> <p>Gain and maintain the attention of listeners.</p>	<p>Retrieval activities and ongoing work to show progress and development of skills.</p> <p>Termly assessment.</p>
French	<p>Locate France on map and cities within.</p> <p>Simple greetings - create conversations.</p> <p>Simon says</p>	<p>French Christmas story</p> <p>Singing in French</p> <p>Speaking and listening</p> <p>Questioning</p> <p>Written work</p> <p>Role play</p>	<p>Speak audibly and fluently.</p> <p>Participate in presentations and performances.</p>	<p>Retrieval activities and ongoing work to show progress and development of skills.</p>

	Adjectives of colour, size and shape		Gain and maintain the attention of listeners.	Termly assessment.
Global links	<p><u>Hunting</u> <i>Engage with decision makers:</i> Explore legislation and how it differs depending on country/states. <i>Raising awareness, lifestyle changes Consumer power:</i> Use of dogs for hunting in the UK. Environmental impact and sustainability. Look at initiatives within our school "Meat free day" and discuss how consumer power can help with sustainability. Consider other ways we can help as a school. Promote meat free days in supermarkets targeting the buyers/consumers and provide vegetarian recipe cards around stores and in butchers.</p> <p><u>Graffiti</u> <i>Debates:</i> Is it illegal? Address misconceptions due to unclear messages from the media and online. Recognise it's illegal and is vandalism but can be celebrated (Banksy). Within our city centre, organised groups have completed graffiti projects that represent key events such as remembrance day and Jarrow March.</p>	Write letters to supermarkets and School Cook	<p>Articulate and justify answers, arguments and opinions.</p> <p>Maintain attention and participate in collaborative discussion.</p>	Responses and participation in class discussions.

	<p>Is all graffiti vandalism? Use of media to present and record debates.</p> <p>Engaging with decision makers: From the debates, ask parents, carers, staff and governors their opinion on graffiti. Can there ever be exceptions? Could there be designated spaces/areas? Could a free club be offered using canvases as a way to prevent crime? Contact the local MP to ask questions they come up with surrounding this topic.</p> <p>Raising awareness: Create posters for the local area and put up in targeted graffiti areas such as metro stations, bus stops etc to encourage others not to vandalise/graffiti.</p>	<p>Wholeclass debate</p> <p>Create posters for the local area and put up in targeted graffiti areas such as metro stations, bus stops etc to encourage others not to vandalise/graffiti.</p>		
Career links	<p>Archaeologist Research role and its impact- cause an effect. Create a sketch of our school site or a local site for a smaller scaled excavation Interview or organise educational trips to a university or school visit by a historian or a local archaeologist.</p> <p>Craftsmanship Further research to the varying role before homing in on a specific type. Interview - potters (Muddy Fingers Pottery) , jewellery</p>	<p>Online careers events</p> <p>Interviewing local people in regards to the careers</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Maintain attention and participate in collaborative discussion.</p>	<p>Responses and participation in class discussions and events.</p>

	<p>makers (Glamorous Owl) etc about the level of skill and perseverance.</p> <p>Feeds into DT, of planning, designing and creating Egyptian collars and cushions that could be sold within school as part of our Christmas fayre- budgeting, ordering etc.</p> <p>Speak to manufacturers based on wider scale- factories and use of machinery</p>			
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