Autumn – Stone Age Britain & Maps of the UK

Main Learning Objectives

SCIENCE

Year 4/3 - Living Things and Their Habitats
- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

Animals including Humans

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Year 5/4 - Living Things and Their Habitats

- recognise that living things can be grouped in a variety of ways

- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

- recognise that environments can change and that this can sometimes pose dangers to living things

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

- describe the life process of reproduction in some plants and animals.

Animals including Humans

- describe the simple functions of the basic parts of the digestive system in humans

- identify the different types of teeth in humans and their simple functions

- construct and interpret a variety of food chains, identifying producers, predators and prey.

- describe the changes as humans develop to old age.

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

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

- Bronze Age religion, technology and travel, for example, Stonehenge

GEOGRAPHY

- name and locate counties and cities of the United Kingdom, geographical regions

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- use fieldwork to observe, measure, record and present the human I features in the local area using a range of methods, including sketch maps, plans and graphs

MUSIC

- develop an understanding of the history of music.

R.E

- celebrations in different faiths around the world

Computing

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact – Google's 'Be An Internet Legend'

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information – Green Screen weather reports.

ART & DESIGN

- To improve their mastery of art and design techniques, including drawing, painting.

- Specific focus on colour mixing

DESIGN & TECHNOLOGY

- generate, develop, model and communicate their ideas through discussion, annotated sketches

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Ongoing Learning Objectives:

P.E.

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Year 5

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.