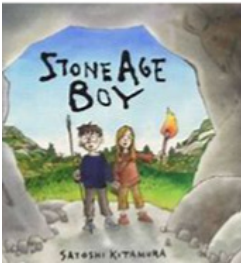
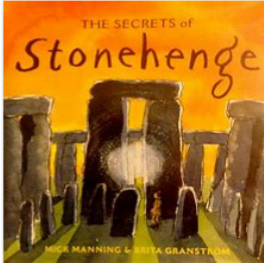
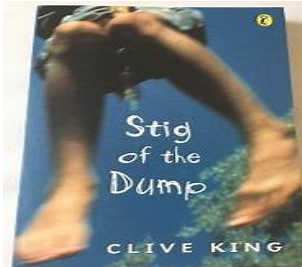
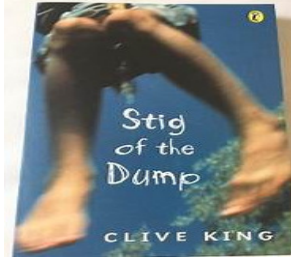
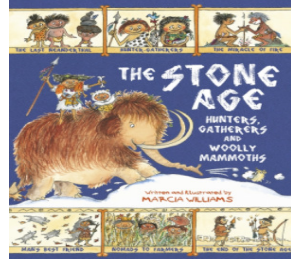



# Lower Key Stage 2— Autumn 1st & 2nd term 2021



## Foraging & Hunting!

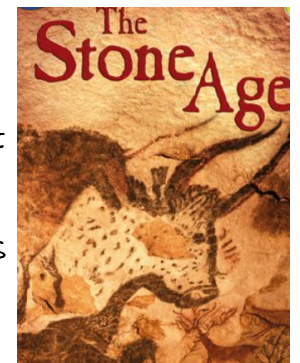


Week 1 & 2:	Week 3 & 4:	Week 5 & 6 :	Week 7 & 8:	Week 9 & 10:	Week 11
Fiction	Non-Fiction	Non-Fiction	Fiction	Non –Fiction	RE Week
We will be writing narrative and using TFW & Alan Peats effective writing elements to create our own innovated stories about the Stone Age Boy!	We will be writing non-chronological reports based on The Secrets of Stonehenge.	We will be writing re-counts and diary entries from characters perspectives .We will be writing from Stig & Barney's viewpoint.	We will be writing narrative and using TFW & Alan Peats effective writing elements to create our own innovated stories about Stig of the Dump.	We will be writing our non – fiction reports on the Stone Age and will share with others what we now know about this historical era.	We will explore Christianity through this lovely nativity story-Home by another way-an alternative Christmas story
					

### Stone Age Immersion Day at Ancient House!



Children to discover the amazing link between Neolithic Norfolk & Jomon Nagawa. We will get hands on with Stone Age artefacts from Grimes Graves, a Neolithic flint mine, learn all about mining techniques and discover parallels with a Japanese Obsidian mine. We will then knap our own obsidian pendant! The children can dress up as Stone Age settlers if they wish!

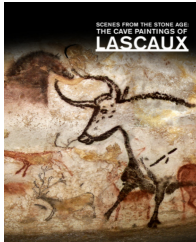


# ART : Recycling Artist -Printing & Painting -Autumn 1st Term

## Session 1: Art

**LO:: I am learning to develop work from initial studies and investigations.**

Chn learn how and why cave art was important in the Sone Age. Explore images at Cave Lascaux, France.



## Session 4 : Art

**I am learning to approach work in stages to use simple processes to make more complex designs.**

Chn design their print image for their final cave design



## Session 2: Art

**LO: I am learning to explore the style of Stone Age cave art and design and paint my own.**

Chn start to experiment and design/paint cave art



## Session 5: Art

**LO: I am learning to create my stone age artwork though printing & painting.**

Chn create their overall piece of cave art using printing and paint.



## Session 3 : Art

**LO: I am learning to use repeating patterns by creating accurate printing blocks.**

Chn experiment with printing blocks such as potatoes and sponges to create cave animals and people



## Session 6: Art

**LO: I am learning to evaluate my final cave design.**

Chn must evaluate their final cave design and how well it printed



We will be recreating cave art using printing and mixed mediums, such as charcoal, pastels and paint.



# History— Autumn 1st Term 2021

## Session 1: History

**LO: I am learning to understand the nature of archaeological evidence and establish how artefacts could have been used.**

Examine artefacts at the Ancient House workshop to find out about the Stone Age.



## Session 2: History

**LO: I am learning to understand the nature of archaeological evidence and establish how artefacts could have been used.**

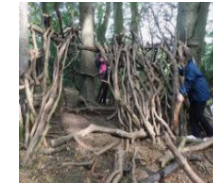
Chn investigate how objects were used and why.



## Session 3: History

**LO: I am learning about Understanding change over time. Chn examine Skae Brae houses.**

Chn recreate a full size (4 m sq) or half size (2 m sq) Skae Brae house with willow wands (Forest School activi-



## Session 4: History

**LO: I am learning to use multiple sources of evidence historical enquiry To reason from evidence.**

Chn make a model of a long barrow out of Plastiline base. Collect small stones and push in to make it look authentic.



## Session 5: History

**LO: I am learning to draw Conclusions from evidence**

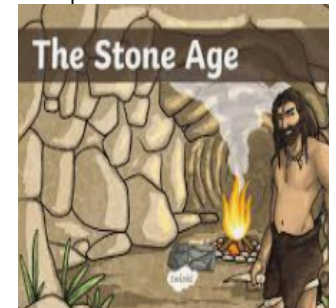
Chn imagine working down this mine and write an imaginative account of working in the tunnels with just a small animal candle and an antler pick.



## Session 6: History

**LO: I am learning to understand how our knowledge of the past is constructed from a range of sources.**

Chn evaluate/ create a presentation (PM or Power-Point) about the Stone Age Era and all they now know- they must present this to the class.



## A study of Changes in Britain from the Stone Age to the Iron Age

We will be finding out about the Stone, Bronze and Iron age and doing a comparative study between Norfolk and Japan  
(Ancient House Museum)



# DT: Textiles 2d & 3d shapes -Autumn 2nd term 2021

## Session 1: History/DT

**LO: I am learning to understand what Stone Age people wore and why.**

Chn explore Stone Age clothes and learn why they were effective at the time.



## Session 2: DT

**LO: I am learning to generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.**

Chn explore trouser items and complete the product assessment about each item.



## Session 3: DT

**LO: I am learning to use produce annotated sketches, prototypes, final product sketches and pattern pieces.**

Chn design/sketch Stig's trouser design based on the properties they need to stay dry



## Session 4: DT

**LO: I am learning to select and use appropriate equipment and tools to turn my 2d template into Stig's trousers.**



Chn make trouser template!

## Session 5: DT

**LO: I am learning to understand how to securely join two pieces of fabric together.**



Chn sew their two pieces together to make their trousers.

## Session 6: DT Evaluation

**I am learning to carry out evaluation of my final product with reference to the design criteria and the views of others.**

Chn share and evaluate their final product-is it suitable for Stig?



*To make this learning purposeful, we will be using textiles to design, make and evaluate a pair of trousers suitable for the character Stig of the Dump. We will think about the material's qualities and design an item suitable.*

# Geography— Autumn 2nd Term 2021

## Session 1: Geography

**LO: I am learning to use maps, atlases, digital/computer mapping to locate Skara Brae.**

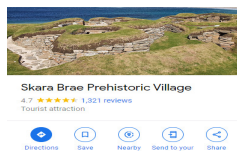
Chn will explore Skara Brae and where it is in relation to us, they will use Digi-maps to do this.



## Session 2: Geography

**LO: I am learning to describe and understand key aspects of Skara Brae.**

Chn use google maps and other sources to find out about Skara Brae and its landscape.



## Session 3: Geography

**LO: I am learning to understand and describe physical features of the Orkney Islands.**

Chn will explore they landscape and identify key physical features from the Stone Age



## Session 4: Geography

**LO: I am learning to describe and understand key aspects of human geography features of the Orkney islands**

Chn look at how The Stone Age people had an impact on the landscape at Skara Brae.



## Session 5: Geography

**LO: I am learning to understand why the Orkney islands was chosen as Stone Age settlements.**

Chn evaluate the impact this settlers had and what we now know about them.



## What is Skara Brae?



Found on the Orkney Islands off the north of Scotland, Skara Brae is one of Britain's most fascinating prehistoric villages. Archeologists estimate it was built and occupied between 3000BCE and 2500BCE, during what's called the 'Neolithic era' or 'New Stone Age'. The village is older than the pyramids and Stonehenge, in fact!

<https://www.natgeokids.com/uk/discover/history/general-history/skara-brae/>

## Map work/Human & Physical Geography

We will be using maps and atlases to locate Skara Brae and we will look at the human & physical features of the Orkney Islands and think about why these may have been chosen to be Stone Age settlements. We will also look at how some aspects of geography have changed over time.

# Philosophy 4 Children

## Session 25: Philosophy 4 Children:

Is it more important  
to be liked or respected?

## Session 26: Philosophy 4 Children

Is it easier to love  
or be loved?

### ICT:

We will be learning about coding  
and completing  
unit 3.1 & 4.1



### Music:

We will be exploring the  
[Model Music Curriculum](#) unit  
2  
Enjoying Improvisation Listen-  
ing, Singing, Playing Com-  
posing and Performing.  
and we will also learn to  
consolidate our Recorder  
skills

### French:

#### Rigolo 1:



We will be learning to say hello in  
French and how to greet people. We will  
learn how to talk about the things in our  
classroom too.

### P.E:

We will doing invasion games and  
gymnastics.



### R.E:

We will be learning about  
Reconciliation through  
Christianity and Submis-  
sion and Obedience  
through Islam.

### P.S.H.E : Jigsaw

Being me in my world  
Celebrating Differences



# Science Autumn 1st /2nd 2021

**RocksY3-** We will also be learning about Rocks, fossils and soils.

**Sound Y4-** We will be learning about sound: identifying sounds, how they are made, the way vibrations travel and finding patterns in pitch and volume.

## Session 2: Science

LO: I am learning to compare and group together different kinds of rocks based on appearance/simple physical properties.  
Chn carry out the 'STARBURST'



rock test to find out what type of rock it is.

## Session 5: Science

LO: I am learning to compare and group together different kinds of rocks based on appearance/simple physical properties. A look at gravestones at Elveden Church-link to Duleep Singh.



## Session 8: Science

L.O. I am learning to recognise that soil is made from rocks and organic matter.

Investigation on soil matter

## Session 3:

LO: I am learning to compare and group together different kinds of rocks based on appearance/simple physical properties.



Chn plan an experiment to test the steps they will make for Stig's dump!

## Session 6: Science

LO: I am learning to describe in simple terms how fossils are formed.

Chn to create their own fossils.



## Session 9/10: Science

LO: I am learning to identify how sounds are made.

Exploration of sound sources

What sound did you hear?	What was vibrating to make the sound?

## Session 1: Science

LO: I am learning to compare and group together different kinds of rocks based on appearance/simple physical properties.

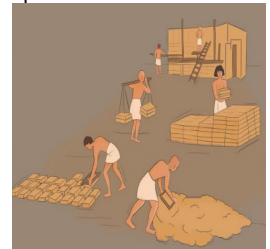
Chn sort rocks based on their properties.



## Session 4: Science

LO: I am learning to compare and group together different kinds of rocks based on appearance/simple physical properties.

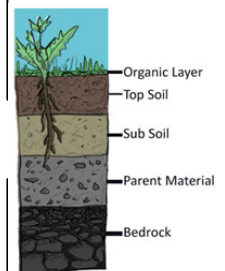
Chn plan an experiment to test the steps they will make for Stig's dump!



## Session 7: Science

LO: I am learning to recognise that soil is made from rocks and organic matter.

Chn fill a bottle with soil and water, shake it to mix it and then observe over a period of time.



## Session 11 & 12 Science

LO: I am learning to explain how different sounds happen. Chn carry out vibrations activity with cups/string!

