



Year

Autumn Term

Title

nurture inspire achieve

Launch/Hook	THE STONE AGE - Wow morning of cave painting with water under the table, jewellery making with pasta and painting with natural dyes (spices). To end, introduce the Stone Age Boy.
Explore	The children will explore the Stone Age through the Stone Age Boy, Stig of the Dump
Energise	A trip to Celtic Harmony for the children to learn what it was like to live in the Stone Age. They will become hunter gatherers and cook with herbs, build a woodland shelter, observe flint knapping and trade with real artefacts.
Authentic Outcome	To create a time capsule. If someone was to find it in years to come, what would we want them to know about our life now?

Core Skills

Nurture	Inspire	Achieve
<p>Character</p> <ul style="list-style-type: none"> • To be happy and enjoy learning experiences • To be resilient and learn from mistakes • To have a growth mind set • To build positive relationships with peers and adults • To know who to go to when support is needed 	<p>Culture</p> <ul style="list-style-type: none"> • To ask questions to extend thinking • To generate ideas and explore possibilities • To overcome barriers by trying out alternatives • To connect ideas and experiences in inventive ways • To seek out and enjoy challenges • To collaborate with others • To assess themselves and others 	<p>Currency</p> <ul style="list-style-type: none"> • To speak clearly and convey ideas confidently • To read and communicate ideas in writing efficiently and effectively • To calculate efficiently and apply skills to solve problems • To use new technologies confidently and purposefully •

Themed Skills: Discover

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| <ul style="list-style-type: none"> • Plan and research • Analyse and evaluate • Show empathy • Show a commitment to justice | <ul style="list-style-type: none"> • Explore issues, events and problems from different perspectives • Support conclusions using reasoned arguments and evidence • Communicate their learning in different ways |
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Curriculum Content:

Key Concepts: Discover, change, democracy, belief, strength,

Enquiry Question: If I believe it, is it true?

Learning Objective/s (What will the children learn?) Also include concepts and NC subject being covered	How (What opportunities am I going to give the children so that they can learn?)	Outcomes (What will the learning look like? How will the learning be recorded?)
<p>We are learning to gather information.</p> <p>Concept/s: Discover</p> <p>N/C subject: Literacy/history</p>	<p><u>THE STONE AGE</u></p> <p>The children will discuss what they already know about the Stone Age and will create notes on their white boards. We will then collate this information onto a class mind-map for the display. The children from this will also write their 'I wonder...' question and decorate their front cover for this part of their project.</p>	<p>The class mind-map will be produced and displayed on the project board.</p> <p>Children will create their own mind-map for their books and will write what they would like to find out as well as what they would like to do as part of this project.</p>
<p>We are learning through exploration.</p> <p>Concept/s: Discover</p> <p>N/C subject: Art</p>	<p>The children will participate in a wow morning filled with various activities which will spark their interest about the Stone Age. Whilst listening to music from this historic period, the children will make jewellery using pasta (instead of bones), water paint under the tables, giving them a little taste of what it would be like to paint upside down in the dark! They will also finger paint and mix up colours using water and spices.</p> <p>The children will also have a go at building a structure using sticks, leaves, stones and glue. This will give them an insight into how difficult it must have been to build homes and shelters with limited resources.</p>	<p>The children's artwork will be displayed within the classroom. Photographs will be taken to capture those special moments.</p> <p>Structures will be displayed in the classroom.</p>

<p>We are learning to design a Stone Age home.</p> <p>Concept/s: Discover</p> <p>N/C subject: Art and Design</p>	<p>The children will design what they think a Stone Age home would look like. They will be encouraged to think carefully about the resources and materials they would have had and the colours they are going to use. The children will label their sketch with the parts of the home and materials they would use. They will then write about why they have designed their home in this way, relating it to what they already know about life in The Stone Age.</p>	<p>Powerpoint on Stone Age houses.</p> <p>This sketch and writing will be recorded in the project book.</p>
<p>We are learning to develop a positive attitude to reading, and an understanding of what they read.</p> <p>We are learning to plan our writing.</p> <p>Concept/s: Discover</p> <p>N/C subject: History/Geography</p>	<p>The children will locate Orkney island on the UK map as well as some of the smaller islands. They will practise some comprehension skills, reading a report about Skara Brae which then has questions attached. This will form part of the children's research for them to use to write an information booklet/leaflet for people visiting Skara Brae.</p>	<p>Video about Skara Brae for the children to make notes from on their whiteboards.</p> <p>Notes made in the project book. Map stuck in.</p>
<p>We are learning to organise our thoughts and ideas.</p> <p>Concept/s: Discover,</p> <p>N/C subject: History</p>	<p>The children are going to add to their notes through watching a video on Skara Brae. From these notes, modelling will teach the children how to organise these notes into sub-headings. They will also build on prior knowledge of how to turn their notes into sentences/paragraphs.</p>	<p>The children will organise their notes into subheadings and begin to write sentences.</p>
<p>We are learning to edit our writing.</p> <p>Concept/s: Discover</p> <p>N/C subject:</p>	<p>The children will edit their work, proof reading and up levelling where appropriate. This will be ready then to begin to design their leaflet.</p>	<p>Editing will take place in their project book.</p>
<p>We are learning to use font sizes appropriately to fit the purpose of the text.</p> <p>Concept/s: Discover</p> <p>N/C subject: ICT</p>	<p>The children will be given a template of text boxes for them to organise their writing. The children will be able to have a go at typing their paragraphs to create their leaflet.</p>	<p>The children to create their leaflet on a laptop.</p>

<p>We are learning about the properties of rocks.</p> <p>Concept/s: Discover</p> <p>N/C subject: Science</p>	<p>The children will explore different objects made from rock/stone. They will look at the similarities and differences, exploring the texture, colour, shape etc. The children will learn about the three types of rocks: igneous, sedimentary and metamorphic. They will record what types of rocks we have within the school grounds.</p>	<p>Powerpoints/videos to watch and make notes.</p> <p>To explore physical objects! Children to investigate the different types of rocks within the school grounds.</p>
<p>We are learning to draw as they did in the Stone Age.</p> <p>Concept/s: Discover</p> <p>N/C subject: Art</p>	<p>The children will go outside onto the playground to explore with chalk. They will have a range of Stone Age art for them to use as inspiration of creating a similar picture on the playground.</p> <p>When we come in, the children can reflect on their experience of drawing on the playground which would be similar texture to a cave. The children will discuss the difficulty level, challenges they came across and will make links to the Stone Age.</p>	<p>Photos will be taken of the children's art.</p> <p>Children can the write their reflection.</p>
<p>We are learning to work scientifically.</p> <p>Concept/s: Discover</p> <p>N/C subject: Science</p>	<p>We will be investigating the three types of rock: igneous, metamorphic and sedimentary.</p> <p>We will be going out around the school to see what types of rocks we can see.</p> <p>The children are going to make rocks using Starburst! The children will learn about the rock cycle. The children will be given some starburst. They'll cut them into pieces and then use their hands to create a rock, (sedimentary). They will explore and discover that when they apply pressure and heat from their hands that their rock with change, (Metamorphic). The children will watch a video of igneous as this is extreme heat!</p>	<p>Photographs will be taken of the children experimenting and the children will predict what will happen, record what they did and evaluate in their project books.</p>

<p>We are learning to</p> <p>Concept/s: Discover, belief</p> <p>N/C subject: History</p>	<p>To look at different homes from the Palaeolithic, Mesolithic and Neolithic times. Houses today - what do they look like? How do they differ around the world? Why? Compare typical houses in cold climates with those in warmer climates. What is important when it comes to building a house? Children to discuss about life in the Stone Age and life now.</p> <p>The children will learn about burials in the walls of the buildings.</p>	<p>Record the differences in their project book.</p>
<p>We are learning about how our climate impacted on prehistoric animals.</p> <p>Concept/s: Change, discover, strength.</p> <p>N/C subject: Science</p>	<p>Prehistoric beasts - learn about different animals.</p> <p>How did they adapt to their habitats? What happened to them when the climate changed?</p> <p>Create a habitat and write about how the animal adapted to suit the habitat.</p>	<p>Watching videos about different animals and how they adapted to survive.</p> <ul style="list-style-type: none"> - The children will create a habitat for an animal from the Stone Age. <p>The children will explore what happened to them when the climate changed.</p>
<p>We are learning about significant facts in history.</p> <p>Concept/s: Discover, change,</p> <p>N/C subject: History</p>	<p>What did Stone Age people eat? Explore this with the children; of how they hunted for their food, tools that they made to catch their food and cook.</p> <p>We will discuss the differences in how we cook now and with the foods that we eat. The children will write about the differences.</p> <p>Design a Stone Age menu with a picture of what it would look like.</p>	<p>Children to use paper, pens, pencils, pictures to design a menu.</p>

<p>We are learning to learn through first hand experiences.</p> <p>Concept/s: Discover, strength.</p> <p>N/C subject: History</p>	<p>Celtic Harmony trip - children to participate in various experiences, allowing them to discover what life was like in the Stone Age.</p>	<p>Photos to be taken to be printed for the project books. Children to write a reflection about the day.</p>
<p>We are learning to write a letter.</p> <p>Concept/s: Discover.</p> <p>N/C subject: Literacy/history</p>	<p>The children are going to write a thank you letter to the staff at Celtic Harmony, thanking them for the trip and highlighting their best bits!</p>	<p>A copy of the letter to go into their project book.</p>
<p>We are learning to gather information.</p> <p>Concept/s: Discover,</p> <p>N/C subject: History</p>	<p><u>ANCIENT EGYPTIANS</u></p> <p>The children will create their 'I wonder' question for the project board and will collate information as a class about what they already know.</p> <p>What would they like to find out? Are they any activities/experiences that they would like as part of the project?</p>	<p>Class discussion. What do you think of when someone says, 'Ancient Egypt'?</p> <p>I wonder bubbles displayed.</p> <p>Mind-map of what we already know.</p>
<p>We are learning how our knowledge of the past is constructed from a range of sources.</p> <p>Concept/s: Discover, belief</p> <p>N/C subject: History</p>	<p>Encourage the children to think about how we know and learn things that have happened long before our time.</p> <p>How do we know? What do we use to find information? Who finds this information for us?</p> <p>Children to investigate artefacts in pairs/small groups. Children to dig for artefacts.</p>	<p>How do we learn about events that happened a long time ago?</p>

<p>We are learning to discover facts about the Egyptian pyramids.</p> <p>Concept/s: Discover, belief, change</p> <p>N/C subject: History/maths</p>	<p>What is a pyramid? Link with maths. What do you know about the pyramids? Children to use i-pads to form their own research about the pyramids and to create a mind-map. (work I pairs)</p>	<p>Mind-map of facts in project book.</p> <p>Create a class mind-map, collating ideas shared by all for the display.</p>
<p>We are learning to create their own pyramid.</p> <p>Concept/s: Discover</p> <p>N/C subject: Design and technology</p>	<p>The children will discuss what a pyramid is and re-cap on facts they found from the previous lesson.</p> <p>They will then have a go at creating their own pyramid using paper. Before they make the folds, cut and stick the shape together, they will write some of their facts on each side of the pyramid and decorate.</p>	<p>Cutting & sticking skills.</p> <p>Transferring information onto their pyramid.</p> <p>These can be displayed in the classroom.</p>
<p>We are learning about history in another part of the world.</p> <p>Concept/s: Discover, belief</p> <p>N/C subject: History/Geography</p>	<p>Where do you think Egypt is? Google Earth to locate Egypt & locate Egypt on a map.</p> <p>Atlas work which will be a new skill.</p> <p>With information obtained, annotate maps.</p>	<p>Children will stick their map in.</p> <p>Pair work on using an atlas.</p>
<p>We are learning about significant places.</p> <p>Concept/s: Discover, change</p> <p>N/C subject: Geography/history</p>	<p>The children will learn about the River Nile; of how it was hugely important for farming and fishing. Children to learn how it also enabled them to bath in the water, preventing them from contracting diseases.</p> <p>Find the River Nile on their map.</p>	<p>Children to have their own copy of a map for them to identify where in the world Egypt is as well as the River Nile. Children to write about why it was so important for the Egyptians.</p>

<p>We are learning about the world we live in, making links with history.</p> <p>Concept/s: Discover, belief</p> <p>N/C subject: Geography/history</p>	<p>The Nile quiz in table groups to recap what they've previously learned.</p> <p>Do the children still think the Nile is still important to modern day Egyptians nearly 5000 years later?</p>	<p>Discussion based lesson with an activity at the end of them splitting their page in half and recording similarities and differences in how important the Nile is for ancient and modern Egyptians.</p>
<p>We are learning about historic writing.</p> <p>Concept/s: Discover, change</p> <p>N/C subject: History</p>	<p>The children are going to explore hieroglyphs. They will be encouraged to make links to prior learning about the Stone Age paintings on the cave walls.</p> <p>We will discuss the three functions: (1) to represent the image of the thing or action, (2) to stand for the sound of the syllable, and (3) to clarify the precise meaning of adjoining hieroglyphs.</p>	<p>After learning about the hieroglyphs, the children will begin to learn about the Egyptian gods through finding out their names using the code.</p>
<p>We are learning to</p> <p>Concept/s:</p> <p>N/C subject:</p>	<p>Tutankhamun - Howard Carter</p> <p>Children to write a recount from Howard's perspective of entering the tomb.</p>	<p>Literacy shed</p> <p>Writing in project book.</p>
<p>We are learning to</p> <p>Concept/s:</p> <p>N/C subject:</p>	<p>Debate - children to have a class debate on whether you should or shouldn't enter the tomb of Tutankhamun.</p>	
<p>We are learning to</p> <p>Concept/s:</p> <p>N/C subject:</p>	<p>Death mask - design</p> <p>Children are going to design their own death mask.</p>	

<p>We are learning to</p> <p>Concept/s:</p> <p>N/C subject:</p>	<p>Making own papyrus</p>	
<p>We are learning about different beliefs.</p> <p>Concept/s: Discover, belief</p> <p>N/C subject: History, RE</p>	<p>Recap of what the Egyptian god names are.</p> <p>The children will learn about the Egyptian gods and create a family tree.</p>	<p>To hook the children, they will watch a video about the gods.</p> <p>Family tree in project books.</p>
<p>We are learning to use prior learning to create a fictional character.</p> <p>Concept/s: Discover, belief</p> <p>N/C subject: History</p>	<p>Egyptian gods were associated with special powers. Match the god with the power.</p> <p>If you were a god what would you look like?</p> <p>What would your power be?</p> <p>What could it be used for?</p>	<p>Children to design themselves as an Egyptian god.</p> <p>Annotate to describe what their power is and what they could do!</p>
<p>We are learning to</p> <p>Concept/s:</p> <p>N/C subject:</p>	<p>Archaeological dig - for children to dig for artefacts.</p>	

<p>We are learning to</p> <p>Concept/s:</p> <p>N/C subject:</p>	<p>Canopic jars - the children will learn the meaning behind the jars and create their own using paper and Pringle tubes. They will learn about the mummification process and how the Egyptians used to preserve the internal organs inside the canopic jar so that the person would be complete in their afterlife.</p>	<p>Pringle tubes</p>
<p>We are learning dance from another part of the world.</p> <p>Concept/s: Discover, change</p> <p>N/C subject: Dance, drama</p>	<p>Egyptian dance - the children will have the opportunity to learn Egyptian dance routines and perform them to each other.</p> <p>They will learn traditions and will discuss how this form of dance is different or similar to other dancing they have seen.</p>	<p>Children to learn and perform Egyptian dance.</p> <p>Photos.</p>
<p>We are learning about another period of time.</p> <p>Concept/s: Discover, explore</p> <p>N/C subject: History</p>	<p>A report about the independent city-states. The children will have a map of Greece and will write about each of these states. The children will learn that although all of these separate states made up the country they all shared a similar culture, with common Gods, myth and the Olympic Games.</p>	<p>Children to create an annotated map.</p>
<p>We are learning about another period of time.</p> <p>Concept/s: Discover, explore, change</p> <p>N/C subject: History</p>	<p>Greek wow day to hook the children.</p> <p>Food tasting.</p> <p>Children to wear togas.</p> <p>Zorba the Greek - dance. Learn as a class and then get together as a year group as a celebration!</p>	<p>Record what food they like/dislike</p> <p>Photos</p>
<p>We are learning to understand belief from ancient times.</p> <p>Concept/s: Belief, discover,</p>	<p>Family tree of the Gods.</p> <p>Attributes of the Greek Gods.</p>	<p>Project book</p>

<p>explore N/C subject: History, RE</p>		
<p>We are learning to</p> <p>Concept/s: Discover, explore, belief</p> <p>N/C subject: Maths, history</p>	<p>Creating top trump cards.....</p> <p>Looking at 5 different attributes - speed, power, health, strength, knowledge.</p> <p>1000 points to split.</p> <p>Play the game at the end.</p>	
<p>We are learning to</p> <p>Concept/s: Democracy</p> <p>N/C subject: History</p>	<p>Slavery - children will watch video clips and learn through powerpoint and discussion about slavery in ancient Greek times.</p> <p>The children will learn about democracy and how this all began in Athens.</p>	
<p>We are learning about how history has influenced today's events.</p> <p>Concept/s: Explore, discovery, change, strength</p> <p>N/C subject: History</p>	<p>Olympics - Look at the history of how they started and compare with what takes place now. The children will learn where the tradition has come from and what changes have been made over the years.</p>	<p>Comparison table</p>
<p>We are learning to</p> <p>Concept/s:</p> <p>N/C subject:</p>	<p>Myths and legends - BOOK TALK</p> <p>Children to look at the Theseus and the Minotaur myth. Children will listen to the story and in groups will act part of the story out.</p>	<p>Photos of drama</p>

	<p>A class discussion on: What is the quest? Who is the hero? Draw a picture of what he might look like and write adjectives to describe him.</p>	
<p>We are learning to</p> <p>Concept/s:</p> <p>N/C subject:</p>	<p>Children to plan their own myth.</p> <p>Where it is set. Who the monster is. Who the hero is. The problem. The person who helps. The magical object. The solution.</p>	<p>In the project book, children to write their plan - devised sheet.</p>
<p>We are learning to</p> <p>Concept/s: Democracy, trial</p> <p>N/C subject:</p>	<p>Gladiators - death by trial</p> <p>We will look at the trial of Socrates. Although trial by jury wasn't invented by the ancient Greeks, it was fine tuned. The children will learn what aspects/steps we still use today.</p>	<p>Drama</p>
<p>We are learning to</p> <p>Concept/s:</p> <p>N/C subject:</p>	<p>Pandora's Box - explore - listen to the story. Comprehension type activity in pairs.</p> <p>Would you open the box? Class discussion.</p>	<p>Ancient myth vocab</p>

<p>We are learning to reflect upon our learning.</p> <p>Concept/s: Discover, explore, change</p> <p>N/C subject: History</p>	<p>Reflection of the project.</p> <p>The children to reflect upon the three periods of history.</p> <p>Explore the statement: If I believe it, it must be true! What do we think? Maybe our views have changed?</p>	<p>Class discussion.</p> <p>Re-cap of what we have covered.</p> <p>A reflection filled out.</p>
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