

INTENTIONS:

Drivers:

- To improve relationships and gel the class so that there is a sense of a team.
- To improve communication and imaginative language, specifically vocabulary and writing.
- To improve knowledge of the word through the wonderment of people and places

Standards:

<p>AS WRITERS Vocabulary Write non-chronological reports. Instructions Recounts Write in a journalistic style. Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</p> <p>Maths</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). easure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p>	<p>AS SCIENTISTS ROCKS</p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter.</p> <p>ANIMALS, INCLUDING HUMANS</p> <p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Books: Stone Girl, Bone Girl</p>	<p>AS Historians</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>To investigate and interpret the past: Use evidence to ask questions and find answers to questions about the past; suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.</p> <p>To understand the wider world: Describe the social, ethnic, cultural or religious diversity of past society; describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p> <p>Understand chronology: Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events.</p> <p>To communicate: Use appropriate historical vocabulary to communicate, including: dates; time period; era; change; chronology; use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</p>
<p>Computing: Communicate: 3/4 Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. 5/6 Use many of the advanced features in order to create high quality, professional or efficient communications. Connect: 3/4 Understand that comments made online that are hurtful or offensive are the same as bullying. 5/6 Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</p>	<p>Design Technology (weaving looms) Construction: Choose suitable techniques to construct products or to repair items.</p> <p>Materials: Strengthen materials using suitable techniques; cut materials accurately and safely by selecting appropriate tools; measure and mark out to the nearest millimetre; apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs); select appropriate joining techniques.</p> <p><i>Identify some of designers in the area of historical study to generate ideas for designs.</i></p>	
<p>Artists</p> <p>Painting: use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines; mix colours effectively; Sketch (lightly) before painting to combine line and colour; create a colour palette based upon colours observed in the natural or built world.</p> <p>Drawing: Annotate sketches to explain and elaborate ideas; sketch lightly (no need to use a rubber to correct mistakes); use shading to show light and shadow.</p> <p>Textiles: Create weavings.</p> <p>Inspiration: Create original pieces that are influenced by studies of others.</p>		

As Geographers

Locational knowledge

name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Human and physical geography

human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Music

To compose: Use sound to create abstract effects: create repeated patterns with a range of instruments; create accompaniments for tunes; use drones as accompaniments; choose, order, combine and control sounds to create an effect.

5/6 Create rhythmic patterns with an awareness of timbre and duration; thoughtfully select elements for a piece in order to gain a defined effect.

PSHE:

Book - For every child

Living in the wider world:

- why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- to think about the lives of people living in other places, and people with different values and customs

SMSC:

- **Spiritual:** A set of values, principles and beliefs, which may or may not be religious; an increasing ability to reflect; An awareness and understanding of their own and others' beliefs
- **Moral:** distinguish right from wrong; a sense of empathy with others; an ability to think through the consequences of their own and others' actions.
- **Social:** Works successfully as a team or a group
- **Cultural:** an understanding of the dynamic evolutionary nature of cultures (Stone Age to Iron Age)

Continuous provision:

Continuous Provision opportunities:

IMPACT:

Assessment against the INTENTIONS of the standards, including:

Theme key **word assessment** using knowledge organisers

Ongoing assessment, including cognitive challenge

building from describing, labelling, listing...  to comparing, explaining ... applying, organising  to justifying, convincing, arguing and selecting

Tests through **quick quizzes** and **activities** designed to showcase pupil knowledge and understanding.

Extended writing tasks to show the **application** of language and communication skills, including: composition, transcription and analysis.

This can be through the theme or specific writing activities

