



HISTORY (See Kapow planning)	
Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	
Connections What have the children learnt before this- what will they learn next?	Episodes of learning
Children have used AD and BC on a timeline. Children have added events and historical periods to a timeline. Children have looked at settlements in the context of Ancient Egypt and the Anglo Saxons.	How long ago did prehistoric man live?
	What does Skara Brae tell us about life in the Stone Age?
	Who was the Amesbury Archer?
Making comparisons between settlements/historical periods. Understand where historical periods fall within a timeline.	How did bronze change life in the Stone Age?
	How did trade change the Iron Age?
	What changed between the Stone Age and the Iron Age?
Vocabulary: Stone Age, BC, AD, prehistory, Ancient Egypt, Ancient Greece, Romans, Anglo-Saxons, Vikings, Tudors, Victorians, period, Palaeolithic, Mesolithic, Neolithic, Skara Brae, settlement, archaeological evidence, limitations, Amesbury Archer, Stonehenge, artefacts, deduction, flint, bronze, copper, tin, trade, import, export, goods, tribes, king/chief	
Assessment: Pre assessment task , end of unit quiz	

Music (See Charanga planning)
Violin lessons

COMPUTING (See Teach Computing scheme)
Computing systems and networks – the internet - Episodes of learning
1. Connecting networks
2. What is the internet made of?
3. Sharing information
4. What is a website?
5. Who owns the web?
6. Can I believe what I read?

 YEAR 4 Autumn 1 			
Would you prefer to live in the Stone Age, Iron Age or Bronze Age?			
Significant individuals: William Watt (discovered Skara Brae)			
Beautiful books: The Boy with the Bronze Axe (Class reader), Skara Brae articles (WCGR), How to Wash a Woolly Mammoth (Instruction writing),			
LOCAL & GLOBAL CONNECTIONS, TRIPS & OUTDOOR LEARNING Outdoor learning afternoon- charcoal making- mark making with natural materials, fire lighting with flint and steel.			
LITERACY (see Literacy MTP)			
Genre	Narrative	Non narrative	Poetry
Outcome:	Historical narrative based on 'Stone Age Boy'	Instruction writing based on 'How to wash a woolly mammoth'	'I was born in the Stone Age' Michael Rosen Performance poetry
Assessment:	Narrative to bring to moderation		

PHSE (see Jigsaw planning)
Being me in my world: Episodes of learning:
1. Becoming a class team
2. Being a school citizen
3. Rights, responsibilities, and democracy
4. Rewards and consequences
5. Our learning charter
6. Owning our learning charter

MATHS (see PowerMaths planning for episodes of learning)
TEXTBOOK
Unit 1: Unit 1/2: Place Value – 4 digit numbers
Unit 2: Unit 1/2: Place Value – 4 digit numbers

SCIENCE (see Science MTP for episodes of learning)
Animals including humans- digestive system
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

ART or DT
Episodes of learning <i>Investigate, Explore, Create</i>
Exploring prehistoric art- artist
Charcoal animals/Fire making
Investigating making natural paints/ mark making
Painting on a cave wall

MFL (see Language Angels for episodes of learning)
Presenting myself
Nombres

RE (See new scheme)
Worship and Worshipping: A comparison of Islam and Christianity
1. What does it mean to pray?
2. When and how do Christians and Muslims pray?
3. What do prayers mean to Christians and Muslims?
4. How do Muslims respect the Qur'an?
5. How do sacred texts influence behaviour?

PE (see PE for 6 episodes of learning)
Football

