


<p>Eagles Class Autumn Term 2022</p>	<p>Stone Age- Iron Age</p>		
<p>Big Questions Autumn 1 Were the Stone Age people simple hunter and gathers? What happened to the people or Maiden Castle?</p>			<p><b>Meaningful Experiences</b> Use DT and art lessons to make and design a Stone Age or Bronze Age Iron house. Thinking about shapes to ensure suitability. Children will have hands on experience of tools and can explore replica artefacts.</p>
<p>Links to our vision <i>Caring for others and courageously striving for excellence</i>  Study of The Stone Age through to the Iron Age to understand how they impacted on the way we live today.</p>	<p><b>Hook</b> We have an artefact box where children can have a hands-on experience with replica tools from a Stone Age village. Children will attend a museum visit to understand more about life throughout the Stone age- Iron Age.</p>		
	<p><b>Links to learning behaviours</b> <b>Aspiration</b> Always challenging ourselves in every subject to be the best we can be. <b>Curious</b> To ask questions that steer us to new learning and knowledge. <b>Community-minded</b> To explore how life has changed and what we have learned from the people in the Stone Age. <b>Determined</b> To develop our skills of perseverance with our independent learning- never giving up if things get tough! <b>Independent</b> In particular, we will be focusing on communicating our learning in different ways depending on our audience.</p>		<p><b>Links to fundamental British values and celebrating diversity</b> Mutual respect and tolerance- Trade and understanding of different ways of life. Democracy- How life, laws and rights have changed and why.</p>
<p><b>Phase 1</b> We will explore and think about how much life change when people learned how to farm including the impact this has on our lives today. We will then investigate and make predictions about what happened at Maiden Castle to answer one our key questions; What happened to the people of Maiden Castle?</p>		<p><b>Phase 2</b> <b>In Autumn 2, we will learn about</b> the main features of a river and have a trip to a local river to see which features we can spot here. We will think about the water cycle and then investigate 'What is the impact of flooding?'. We will use this opportunity to compare the river and flooding within this country and throughout the world, discussing climate change and the impact this is having on the world.</p>	

<p>AUTUMN 1</p>			
<p>SCIENCE</p>	<p>PSHE</p>	<p>DT</p>	<p>HISTORY</p>

<p>As scientists in Autumn 1 we will be exploring - <b><u>Rocks, Fossils and Soils</u></b></p> <p>Our Key questions will be; How are rocks used differently based on their particular characteristics? How are fossils formed and can specific remains be identified through their fossils?</p> <ul style="list-style-type: none"> <li>• We will be learning:</li> <li>• To be able to identify naturally occurring rocks and explore their uses.</li> <li>• To be able to group rocks according to their characteristics.</li> <li>• To be able to plan, carry out and evaluate experiments to compare rocks.</li> <li>• To be able to identify fossilised remains.</li> </ul>	<p>Lessons will focus on <b><i>Me and my relationships</i></b>. We will:</p> <ul style="list-style-type: none"> <li>• Explore why rules are different for different groups,</li> <li>• Suggest appropriate rules for a range of settings;</li> <li>• Consider the possible consequences of breaking the rules.</li> <li>• Explain some of the feelings someone might have when they lose something important to them;</li> <li>• Define and demonstrate cooperation and collaboration and how working together can help to achieve success;</li> <li>• Identify the different skills that people can bring to a group task;</li> <li>• Identify people whom they have a special relationship with;</li> <li>• Suggest strategies for maintaining positive relationships</li> </ul>	<p>As artists we will be exploring <b><i>Round Houses</i></b></p> <p>We will be learning to:</p> <ul style="list-style-type: none"> <li>• Research round houses</li> <li>• Think about the purposes of houses and settlements</li> <li>• Explore what people in the Stone Age would have looked for in a house</li> <li>• Think about strong shapes and how these can be used in buildings</li> <li>• Think about tools and how these are used</li> <li>• Think about the safety that comes with using tools</li> <li>• Build a replica round house that is fit for purpose.</li> </ul>	<p>As historians in Autumn 1 we will be exploring <b><i>The Stone age to The Iron Age</i></b></p> <p>Our Key questions will be; How much did life change when people learned how to farm? What happened to the people of Maiden Castle?</p> <p>We will be learning about:</p> <ul style="list-style-type: none"> <li>• Britain was once covered in ice.</li> <li>• The earliest settlers were hunter gatherers and lived in caves.</li> <li>• Lifestyle of Stone Age man from images.</li> <li>• The move to farming and where this is on a timeline.</li> <li>• The impact of farming esp. taming wild animals, growing wheat etc</li> <li>• Stone Henge and understanding that it was built about 5,000 years ago, in stages.</li> <li>• How it was built. They can speculate as to likely use and come to a reasoned judgement using evidence.</li> <li>• Other similar constructions from that time. They use provisional and tentative language (might have, perhaps, possibly, maybe etc.)</li> <li>• What happened at Maiden Castle</li> </ul>
<b>R.E.</b>	<b>COMPUTING</b>	<b>MUSIC</b>	
<p>As theologians in Autumn 1 we will be exploring the question:</p>	<p>As digital citizens we will be learning about <b>Coding</b>. Children will be learning to:</p> <ul style="list-style-type: none"> <li>• read, make and use a flowchart.</li> <li>• create a computer program that includes a repeat command.</li> <li>• create computer programs using prior knowledge.</li> <li>• run, test and debug their programs.</li> <li>• consider nesting when debugging their programs.</li> <li>• confidently make several different things happen in a program.</li> </ul>	<p>As musicians we will be developing our knowledge and understanding of <b>'Mamma Mia'</b>. Children will</p> <ul style="list-style-type: none"> <li>• Listen and appraise different pieces of music from same genre</li> <li>• learn and build on their knowledge and understanding about the interrelated dimensions of music</li> <li>• perform and share learning as they progress through the lessons</li> </ul>	

AUTUMN 2		
SCIENCE	GEOGRAPHY	Art
<p>As scientists in Autumn 2 we will be exploring <b>Changing sounds</b>  <b>Our Key Questions will be:</b> How does sound travel and is there a relationship between distance and volume?            We will be learning to:</p> <ul style="list-style-type: none"> <li>• To find out that sounds are made when objects and materials vibrate.</li> <li>• To investigate whether sounds can travel through different materials.</li> <li>• To explore the relationship between distance and volume.</li> <li>• To find out that some materials are effective in preventing vibrations from sound sources reaching the ear.</li> <li>• To investigate how sounds can be different pitches and volumes.</li> <li>• To find out how sounds can be made by air vibrating and how to change the pitch of notes produced by vibrating air.</li> </ul>	<p>As environmentalists in Autumn 2 we will be exploring <b>Rivers</b>            Our key questions will be: What are the features of a river? And What is the impact of flooding?            We will be learning to:</p> <ul style="list-style-type: none"> <li>• Describe the water cycle, explain what a river is and locate the world's longest rivers on a map</li> <li>• Describe how rivers are used around the world.</li> <li>• Identify the stages and features of a river, and the way that land use changes from the source to the mouth.</li> <li>• Recognise and explain how human activity affects rivers</li> <li>• Recognise and explain how flooding affects communities.</li> <li>• Identify the key characteristics of one of the world's longest rivers.</li> </ul>	<p>As engineers in Summer 2 we will be exploring <b>Drawing and Sketching</b> We will be learning to:</p> <ul style="list-style-type: none"> <li>• Explore shading using different medias</li> <li>• Draw familiar things from different viewpoints</li> <li>• Use line, tone and shade to represent things seen, remembered or imagined</li> <li>• Explore the effects on paint when adding water, glue, sand or sawdust</li> <li>• Introduce primary and secondary colours with the addition of black and white and other hues</li> <li>• Create different effects by using a variety of tools and techniques such as dots, scratches and splashes.</li> </ul>
PSHE	COMPUTING	R.E.
<p>As responsible citizens we will be exploring the topic, <b>Me and My relationships</b>            We will be learning to:</p> <ul style="list-style-type: none"> <li>• Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> <li>• Explain what a dare is;</li> <li>• Understand that no-one has the right to force them to do a dare;</li> <li>• Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> <li>• Express opinions and listen to those of others;</li> <li>• Consider others' points of view;</li> <li>• Explaining the thinking behind their ideas and opinions.</li> <li>• Identify qualities of friendship;</li> <li>• Suggest reasons why friends sometimes fall out;</li> <li>• Rehearse skills for making up again.</li> </ul>	<p>As digital citizens in Autumn 1 we will be exploring <b>Online Safety</b>            We will be learning:</p> <ul style="list-style-type: none"> <li>• What makes safe passwords</li> <li>• Methods for keeping passwords safe.</li> <li>• How the Internet can be used in effective communication.</li> <li>• How a blog can be used to communicate with a wider audience.</li> <li>• To consider the truth of the content of websites.</li> <li>• About the meaning of age restrictions symbols on digital media and devices.</li> </ul>	<p>As theologians in Autumn 2 we will be exploring the Big Question <b>Is light a good symbol for celebration?</b>            Children will:</p>

