



Year group: Year 4 **Term: Autumn 2022**

Communication & Home Learning

- Create a Stone age product
- Research a stone age dwelling
- Homophones (ways to remember them)
- Times tables

History & Geography – Pre-historic Britain (Stone Age, Iron Age and Bronze Age)

NC – Geography: Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics.

NC – History: Develop a chronologically secure knowledge and understanding of British, local and world history.

- Chronological order of history studied so far.
- Find out about Stonehenge
- Discover what food and animals were around during that era
- Houses during Palaeolithic, Mesolithic and Neolithic age, comparing to their own life.
- Skara Brae – Where is it? Who used it? Why was it left?
- Comparing their live to pre historic British life.
- Looking at jobs during the iron age
- Learning and making inferences from artefacts.

Topic and Key Questions

Prehistoric Britain

How can we learn about history without written records?

How did civilisation as we know it today begin?

What was Britain like before the Roman invasion?

Literacy – Cross Curricular where relevant

NC - see weekly planning

- Extended writing using the story Wild Girl (Stone Age CC link)
- Non-fiction writing – Stone Age life
- Extended fiction writing as well as non-fiction (letter, newspaper account) based on the story Stone Age Boy.

PSHE, RE and British Values

- Rules, pupil parliament and Eco committee.
- Three before me building independence.
- Growth mind-set character and learning pit
- Talk partners within the classroom
- Dealing with emotions
- Anti-bullying
- Safety around electricity.

Final Outcomes

To develop an understanding of how the earliest people lived, to appreciate how they create civilization as we know it and to appreciate how we uncover the past in an age before written records.

To increase in confidence in using expanded noun phrases, fronted adverbials and a range of sentence types across their writing.

To revise and build on existing knowledge in place value and the formal methods within addition and subtraction.

To continue to progress with times tables working knowledge, applying this to increasingly challenging times tables up to 12.

Maths

NC – see weekly planning

- Place Value
- Addition and Subtraction, Multiplication and division
- Factor pairs
- Roman numerals
- Length and perimeter

Art & design and D.T.

NC – to create sketch books to record their observations and use them to review and revisit ideas.

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

- Recreate cave paintings
- Draw/paint using natural products
- Draw/sketch animals from prehistoric times
- Use our hands to create Stone Age style artwork

Science

NC – identify that humans and some other animals have skeletons and muscles for support, protection and movement

- Animals including humans
 - Naming the different parts of the body and learning the scientific terms.
 - Finding out how our muscles work through contracting and relaxing.
 - Identifying different types of skeletons (endo and exoskeletons)
 - Measuring heart rate and linking it to exercise.
- Electricity
 - Constructing circuits
 - Identifying safe conduct around electricity
 - Distinguish between mains and battery powered

Computing and E-Safety

- Hardware Investigators
- Coding
- Spreadsheets
- Writing for different audiences
- Use computers safely, respectfully and responsibly.

Music

- Experimenting with different sounds.
- Immersed in popular music from the last century which they will learn to sing.
- Learning our Harvest and Christmas songs ready for performance assemblies.

SMSC

- Thinking about school and class rules, why we have them.
- Voting for and choosing pupil parliament, friendship ambassadors, digital leaders and Eco committee.