# Phoenix Term 1-The Stone Age

## Core Subjects:

## Foundation Subjects

### English

### History and Geography

**Associated Text: -  Stone Age Boy**

**Y4** Spelling: Doubled consonants when adding ed, ing and er suffixes, Single consonants when adding ed, ing and er suffixes,Y as an 'I' sound,Ou words making a U sound,'un' prefix, Dis prefix

Grammar:sentence punctuation, commas in a list, apostrophes, nouns, verbs, adjectives singular and plural, review of term's work

Alan Peat: 3-ED sentence, Emotion sentence, Noun who/which /were

Text Types: Story with a familiar setting, Non chronological report,

Alan Peat: 3-ED, emotion/comma sentence and review De:De for recount topic work

Text Types: Information texts, stories from other cultures ( eg Anansi)

Genres covered in topic work: Instructions ( recipes)  recounts and narratives

**Y5** Spelling: ious, cial, ant, ance and ation, ent, able suffixes

Grammar: Word classes, Phrases and clauses, Relative clauses, Adverbs of possibility

Alan Peat: outside/inside and some /others sentences and review De:De sentences

pils should be taught about changes in Britain from t[he Stone]

rmers, for example, Skara Brae Bronze Age religio[n] techno[...]

[...]s: tribal kingdoms, farming, art and culture

[ev]ents in the past, what would you ask a caveman?

[...]e Age inventions.

[...]ain events in history.

[...]f farming changed Stone Age life.

**Y4** Number – Number and place value, • recognise the place value of each digit in a three-digit number (hundreds, tens, ones)• compare and order numbers up to 1000• read and write numbers up to 1000 in numerals• solve number problems and practical problems involving these ideas, Addition and subtraction• practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100. • add and subtract numbers mentally, including:– a three-digit number and ones– a three-digit number and tens Geometry – Properties of shapes • make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them,  Number – Number and place value • fi nd 10 more or less than a given number Number – Multiplication and division • recall and use multiplication and division facts for the 3 multiplication table • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and  ccorrespondence problems in which n objects are connected to m objects, Fractions • recognise, fi nd and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

• add fractions with the same denominator within one whole [for example, 5/7+1/7=6/7]• solve problems that involve all of the above Measurement (mass) • measure, compare, add and subtract mass (kg/g)

**Y5** Number – Number and place value, • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • round any number up to 1 000 000 to the nearest 10, 100,1000Addition and subtraction • add and subtract numbers mentally with increasingly large numbers • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Geometry – Properties of shapes • identify 3-D shapes, including cubes and other cuboids, from 2-D representations Multiplication and division• multiply and divide numbers mentally drawing upon known facts • multiply and divide whole numbers by 10, 100 and 1000 Fractions • compare and order fractions whose denominators are all

multiples of the same number • identify, name and write equivalent fractions of a given

fraction, represented visually, including tenths and hundredths • develop their understanding of fractions as numbers, measures and operators by finding fractions of numbers and quantities * • practise counting forwards and backwards in simple

fractions *• recognise and describe linear number sequences, including those involving fractions, and fi nd the term-to-term rule *Geometry – Position and direction • identify, describe and represent the position of a shape following a translation, using the appropriate language, and know that the shape has not changed

[cr]eate jewellery and tools.

| **Core Subjects:** | **Foundation Subjects** |
|---|---|

| **Science** | **Computing** |
|---|---|

**'Rock Detectives':**
Looking at different types of rocks and which rocks would be suitable to build tools and [...] the Stone Age.
Are rocks waterproof?
Do rocks change over time?
What are fossils?
Discuss where we might find different types of fossils.

- To research Skara Brae using the internet as a research tool.
- E-safety: looking at how to browse the internet safely and securely
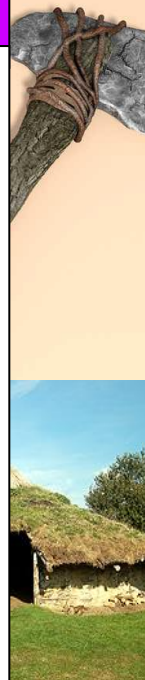- We are Programmers: Programming an animation

**R.E.**

- Pilgrimages across religions

## Personal Development

| **Enrichment** | | **British Values** |
|---|---|---|

Maths: https://ttrockstars.com/login
http://www.theschoolrun.com/homework-help/the-stone-age
http://www.dkfindout.com/#uk/history/stone-age/
http://timetravellerkids.co.uk/time-travel/stone-age/

**P.S.H.E**

...hings – Understanding and managing

Democracy – listen to and respect other people's opinions and values

**Social**

...n work collaboratively.

**Spiritual**

- Reflect on, consider and celebrate the w[...] and mysteries of life as it evolves.

**Moral**

- Listen and respond appropriately to the view[...] others, when working as part of a team.
- Gain the confidence to cope with setbacks a[...] om their mistakes, whilst working on [...] DT.

**Cultural**

- Begin to understand the culture of past civilizations and how life was different.
- French Day