

**Topic Overview: SMSC/PSHE/British Values:**

In this topic children will explore their understanding of respect. They will explore what it means to be respectful and how we can show this through our actions and behaviours. This will be a particular focus in our RE topic when we will consider the messages we want to send to the people around us thinking about how we communicate using both words and how we behave. They will also revisit our value of achievement by looking at the achievements of the key historical figure, Mary Anning and how through hard work and perseverance she was able to achieve the amazing feat of uncovering a large fossil. We will also explore how Stone Age communities showed respect.

**Lead subjects:**

<b>English</b>	<b>History/Geography</b>	<b>Science</b>	<b>Non-lead subjects:</b>		
<p><b><u>Non- Chronological Report</u></b> Children will write a non- chronological report linked to ice age animals (Text: Toby and the Ice Giants) and their work on fossils. They will consider how to organise and structure their work into paragraphs using headings and sub-headings.</p> <p><b><u>Instructions</u></b> Children will write a set of instructions based on the text 'How to Wash a Woolly Mammoth'. They will explore how instructions are laid out as well as how they can use prepositions, adverbials and conjunctions to build cohesion.</p> <p><b><u>Adventure Story</u></b> Children will write their own adventure story based on the key historical figure of Mary</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Children act as historians as part of an archaeologist dig, They identify what they already know and what they would like to find out about the Stone Age. They deepen their understanding of chronology by thinking about their understanding of time first linked to their own lives, before extending it to think about pre-history as well as other periods of history they have studied.</p> <p>Children will explore what life was like and how it changed between stone age and iron age by focusing on the enquiry question "Would you rather be a farmer or a hunter gather?"</p>	<p><b><u>Rocks, fossils and soils</u></b></p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Children will explore the properties of different rocks thinking about which ones would be most useful for people living in the stone age.</p> <p>Fossils linked to archeological dig</p> <p><b><u>Skeletons and Movement</u></b></p>	<p><b>Information Technology Multimedia Text, Images &amp; Sound Internet research</b> Collect and present information using pictures and texts</p>	<p><b>Digital Literacy Online Safety</b> How to send an email safely. Video conferencing</p>	<p><b>Information Technology Multimedia Text, Images &amp; Sound</b> Produce a report on a Stone Age House in the style of an estate agent &amp; video with green screen &amp; narration</p>

<p>Anning. They will become more confident at planning a 5 part story and using this to help them paragraph their writing. They will develop their understanding of how character can be developed through speech.</p> <p><b><u>Play script</u></b> Children will write a short play script using some of their key organisational features based on the adventures and discoveries of Mary Anning and fossil hunters.</p>	<p><b>UK Region—(Skara Brae)</b> <u>Human Geography</u> Children will describe and understand key aspects of human geography, including types of settlement and land use.</p>	<p><b><u>Key Focus 1: Skeletons protect vital organs</u></b></p> <ul style="list-style-type: none"> <li>· All vertebrates have internal skeletons that protect vital organs.</li> <li>· Invertebrates have exoskeletons that protect vital organs</li> </ul> <p><b><u>Key Focus 2: Skeletons support weight</u></b></p> <ul style="list-style-type: none"> <li>· Skeletons support the weight of land animals. Stronger bones can support more weight</li> </ul> <p><b><u>Key Focus 3: Skeletons support movement</u></b></p> <ul style="list-style-type: none"> <li>· Bones are connected (but can move relative to each other) at joints. Muscles connect to bones and move them when they contract. Stronger bones can anchor stronger</li> </ul>	<p><b>RE:</b> <b>CHRISTIANITY</b> <b>Theme:</b> Jesus, his teachings and his message <b>Key Concept:</b> Messages <b>Enquiry:</b> <i>How do we learn and convey messages in life?</i></p>	<p><b>CHRISTIANITY</b> <b>Theme:</b> Easter, the key events <b>Key Concept:</b> Suffering <b>Enquiry:</b> <i>How is suffering shown in the Easter story?</i></p>	<p><b>Music:</b> <b>TUNED PERCUSSION</b> <b>Musical dimensions:</b> Dynamics, tempo <b>Musical skills:</b> Listening and responding, notating</p> <p><b>PE:</b></p> <p><b>Art:</b></p> <p><b>Drawing</b> - Line, tone and shade, exploring shading, using different media to achieve a range of light and dark tones, black to white. <b>Painting</b>- confidently create different effects and textures with paint according to what they need for the task. <b>Sculpture:</b> Shape, form, model and construct (malleable and rigid materials). Discuss own work compared with other sculptors.</p>
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