

# What can we learn from the past about communities?

## English

The main text we will be studying this term is *Stone Age Boy* by Satoshi Kitamura. We will be using this as the basis for our fiction and non-fiction writing as well as working on our reading, spelling, punctuation and grammar.

## Maths

This half term we will be main focussing on place value before moving onto looking at addition and subtraction. Please practise your times tables as much as possible

## Art and DT

- What Stone Age art was there?
- What are cave paintings? How can we recreate them?
- What is form and shape? What different media can we use?
- What is a background wash?
- How can we mix different col-

## Otters Class Topic Web

### Autumn Term



## Topic

- When was the Stone Age, Bronze Age and Iron Age?
- What was it like to live in the Stone Age?
- What is Skara Brae? Why is it important when learning about the past?
- What was the Bronze Age? What was different about life then compared to the Stone Age?
- What changed during the Iron Age? What are hillforts?

## Computing

- How do we stay safe when using the internet?
- Why is e-safety so important?

## Religious Education

- What do Christians learn from the Creation story?
- Our value this half term is Generosity.

Trusting in God,  
together we live,  
learn and grow.

## PE

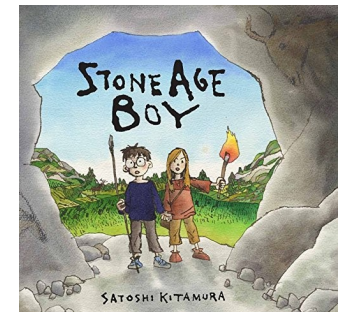
This half term we will be learning different cricket skills on a Monday then looking at the different skills needed for Rugby with Atlas sports on a Friday.

## Science

- How are sounds made?
- How does sound travel?
- Why can we hear sound?
- How can we change the sound that is being made?
- How we do carry out an investigation?

## PHSCE

- What are our school rules?
- What's the difference between a rule and a law?
- What roles do you have at home and in school?
- What behaviour affects our feelings?
- How do we work together and share ideas?
- What makes a happy play-



# What can we learn from the past about communities?

## Topic

- Name and place dates of significant events of the period on a timeline.
- Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience.
- Show knowledge and understanding by describing features of past societies and periods.

## PE

- Throw and catch with control and accuracy.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member.

## Science

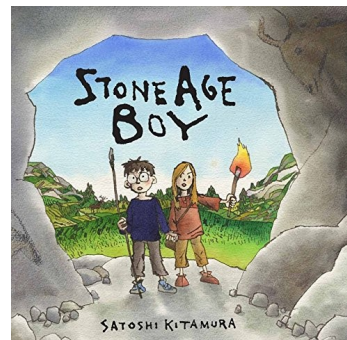
- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.

## Art and DT

- Mix colours effectively.
- Use watercolour paint to produce washes for backgrounds then add detail.
- Use shading to show light and shadow.
- Use hatching and cross hatching to show tone and texture
- Create original pieces that are influenced by studies of others.

## PHSCE

- What are our school / class rules and why do we have them? Devising a class charter. What other rules do you know about?
- What is the difference between a rule and a law? How are rules and laws made? what are the UN rights of the child?
- What roles do you have at home and at school? What are you responsible for at home and at school?
- Exploring feelings what behaviour affects our feelings?
- Working co-operatively Having and sharing opinions
- Happy playtimes – what makes a good friendship?



## Otters Class Links to the National Curriculum

### Autumn Term

## Computing

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

## Religious Education

- Present the key teachings and beliefs of a religion.
- Refer to religious figures and holy books to explain answers.
- Make clear links between Genesis and what Christians believe about God and Creation.