

English

Class Book – Stig of the Dump

Weekly English Focus: Information books, adventure stories, fact files, letters and poetry using similes and metaphors.

- Explore ideas using extended periods of discussions.
- Use headings and sub-headings to aid presentation.
- Participate in discussion about texts, taking turns and listening to what others say.
- Predict what might happen next, from details both stated and implied.
- Write narrative structure to include a simple beginning, middle and end, and some development of setting and characters in one or more of the sections.
- Independently choose nouns or simple pronouns to avoid repetition.
- Note down new ideas, keywords and topic specific vocabulary in a given planning format, with some appropriate
- Recognise and imitate the main features of a given model and create checklists from their own writing.
- Use dictionaries and thesauri to find the meaning of new words and express interest in the meaning and origin of words.

Booklist for this topic – How many can you read?

- Stig of the Dump – Clive King
- The Stone Age – Jerome Martin
- Savage Stone Age (Horrible Histories) – Terry Deary
- Stone Age Boy – Satoshi Kitamura
- Stone Age, Bone Age! – Mick Manning and Brita Granstorm
- The Twits – Roald Dahl

P.E – Gym & Netball (continued)

- To play in attacking & defending zones.
- To demonstrate collaborative attacking play.
- To keep possession of the ball to build an attack.
- Create opportunities to shoot.
- Identify and use the 1m distance rule in a game.
- Apply the role of a goal shooter.

D&T

- Research images of stone and bone tools from across the Stone Age. Design and make an ancient hunting tools that meets the needs of a Stone Age hunter-gatherer.
- Make woven baskets or fishing nets for hunting and gathering.

St. Lawrence – Term 5 2019

Tribal Tales

Take a moment to step outside and stand quietly and still. Turn off your technology and try to forget the modern world. Imagine this place 5000 years ago. What would you of seen?

Head back to prehistoric times to gather berries and hunt down dinner. Unearth ancient objects and visit astonishing mystical monuments that reveal secrets of an ancient time.

WOW Moment: Stonehenge visit 23/4/19

Religious Education

Holy Week

- To know the story of the Last Supper.
- To know the link between the Last Supper and the Mass.
- To know what Jesus commanded his followers to do.

Easter

- To be able to retell accurately the resurrection stories and make some links between these and the beliefs of Christians.
- Use a developing religious vocabulary to give reasons for some of the symbolism in the resurrection stories.
- To be able to give some reasons for the actions of the disciples especially Peter.
- To be able to make links to show how the beliefs of the disciples in the risen Jesus affected their behaviour.

Computing

- E-Safety.

Science

- Plant a selection of the grain crops that Bronze Age farmers would have grown – wheat, barley and oats. Order pictures to show the stages in a flowering plant's life cycle, including germination, flower productions, pollination seed formation and seed dispersal.
- Explain that when a light source is blocked a shadow is formed. Build a small model of a Bronze Age monument. Explore the shadows created by the monument when torches are shone from different heights and distances.

Maths

- Perimeter of rectilinear shapes
- What is area?
- Unit and non-unit fractions
- What is a fraction?
- Making the whole
- Equivalent fractions
- Fractions greater than 1
- Fractions on a number line Count in fractions
- Add fractions Add 2 or more fractions
- Subtract fractions Subtract 2 fractions
- Subtract from whole amounts
- Fractions of a set of objects
- Calculate fractions of a quantity
- Pounds and pence
- Converting pounds and pence
- Ordering amounts of money
- Using rounding to estimate money
- Adding money
- Four operations
- Subtracting money
- Giving change

Art

- Look at examples of patterns and symbols carved by Neolithic people into rocks, boulders, panels and monuments – how are the patterns similar or different.
- Investigate the designs of the Beaker folk. Design and make their own clay beakers.
- Look at Iron Age jewellery, design an Iron Age style brooch.

History

- Arrange pictures and dates on a timeline – Stone Age, Bronze Age and Iron Age.
- Know the difference between the Palaeolithic, Mesolithic, Neolithic, Bronze and Iron Age.
- Find out about the role of an archaeologist.
- Research the Stone Age, Bronze Age and Iron Age.

Geography

- Use maps, aerial images and visits to select an area of the school grounds for an exploratory 'dig;.
- Use the web to find out how and why the Stone Age people evolved from hunter-gathers to farmers.