

## Science; rocks and fossils

What are rocks?

Are all rocks the same?

How are rocks made and how long does it take?

What does permeable and eroded mean?

Which would be the best stone to use as a sharpening stone?

Which rock would be best to build a roundhouse?

How would you identify the three types of rock?

What are fossils?

Who was Mary Anning?

**STEM: Whose poo is whose? What did the people eat? How can we tell?**

## Art;

What do the cave paintings tell us?

How were cave paintings created? Exploring different natural medias

To master techniques - using pastels effectively

Taking inspiration from the greats - Were cave drawings the first art? Looking at the Lascaux caves

## DT;

Forest school: How do you create a toolkit for a caveman?

To master practical skills - research stitching and joining techniques for textiles

design and make clothes for a Stone age boy

# What has pre-history taught us?

**The Big questions...**

## Literacy

**Texts**

**The First Drawing** - whole class reading

**The Stolen Spear** - class novel

**A Stone Age Boy** - stimulus

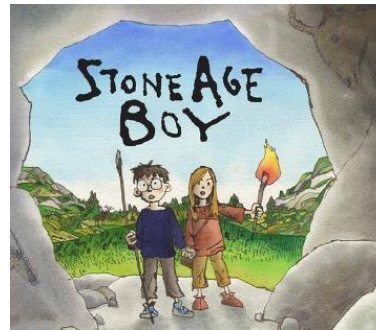
**Genres:**

To inform/ to entertain - recounts (diary in role)

To inform - procedural instructions

To inform - non-chronological reports

Poetry- on the Ning Nang Nong



**Launch: Re-creating the Lascaux caves**

**Landing: A migration to the Wrekin Hillfort**

## PE: GAMES

Gymnastics

Basketball

**History: Stone age, bronze age, iron age**

When did pre-history begin/ end?

**Historical geography:** what was happening in the UK in the 3 eras?

What evidence has been left behind and what do we know from it?

How did the Bronze age impact Britain?

How did food and farming change through the 3 eras?

How did life and settlement change across prehistory?

How did life change for people in the UK?

How did farming and food change through the eras?

Did the Bronze age/ Iron age people settle in Shropshire? How do we know? (Local study element)

What brought the end of the prehistoric ages?

## Computing:

NCCE

Computing systems and networks - Connecting computers.

## Music:

Telford and Wrekin Music service

## Learning for Life

The rule of law - Why do we need rules?

Democracy - What is democracy? Linked to School council elections

Our school ethos and values - why are these important?

Get Up

We Don't Have To Be The Same

Respecting Our Bodies

## RE: Creation and Covenant

- Recognise that the story of Creation is an ancient, prayerful, poetic, reflection on God's world.
- Recognise that the Church teaches that all that comes from God, Our Father, who made heaven and earth.
- Recognise that though people cannot see God, they can experience His presence in the beauty and order of creation.
- Recognise that prayer is a way of drawing closer to God.
- Know that Pope Francis wrote a letter, called Laudato Si, about the gift of Creation and the importance of taking care of the world as it is everyone's home.
- Recognise that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love for God and each other.
- -Discuss why caring for God's world matters for them and their local community.
- - Discuss how they can care for God's world.