The Stone Age —Autumn 2017	
Science	Rocks • Pupils should be taught to: • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock Living things and their Habitats Pupils should be taught to: • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. • recognise that soils are made from rocks and organic matter.
History	• changes in Britain from the Stone Age to the Iron Age • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture
Geography	• human geography, including: types of settlement and land use
Computing	• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • use sequence, selection, and repetition in programs; work with variables and various forms of input and output
Art & Design	• to improve their mastery of art and design techniques, including drawing and painting with a range of materials [pencil, charcoal, clay]
D&T	• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches • select from and use a wider range of tools and equipment to perform practical tasks accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • understand how key events and individuals in design and technology have helped shape the world • understand and use electrical systems in their products
Music	• improvise and compose music for a range of purposes using the inter-related dimensions of music
French	• present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing
P.E.	Games • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance Gymnastics • develop flexibility, strength, technique, control and balance