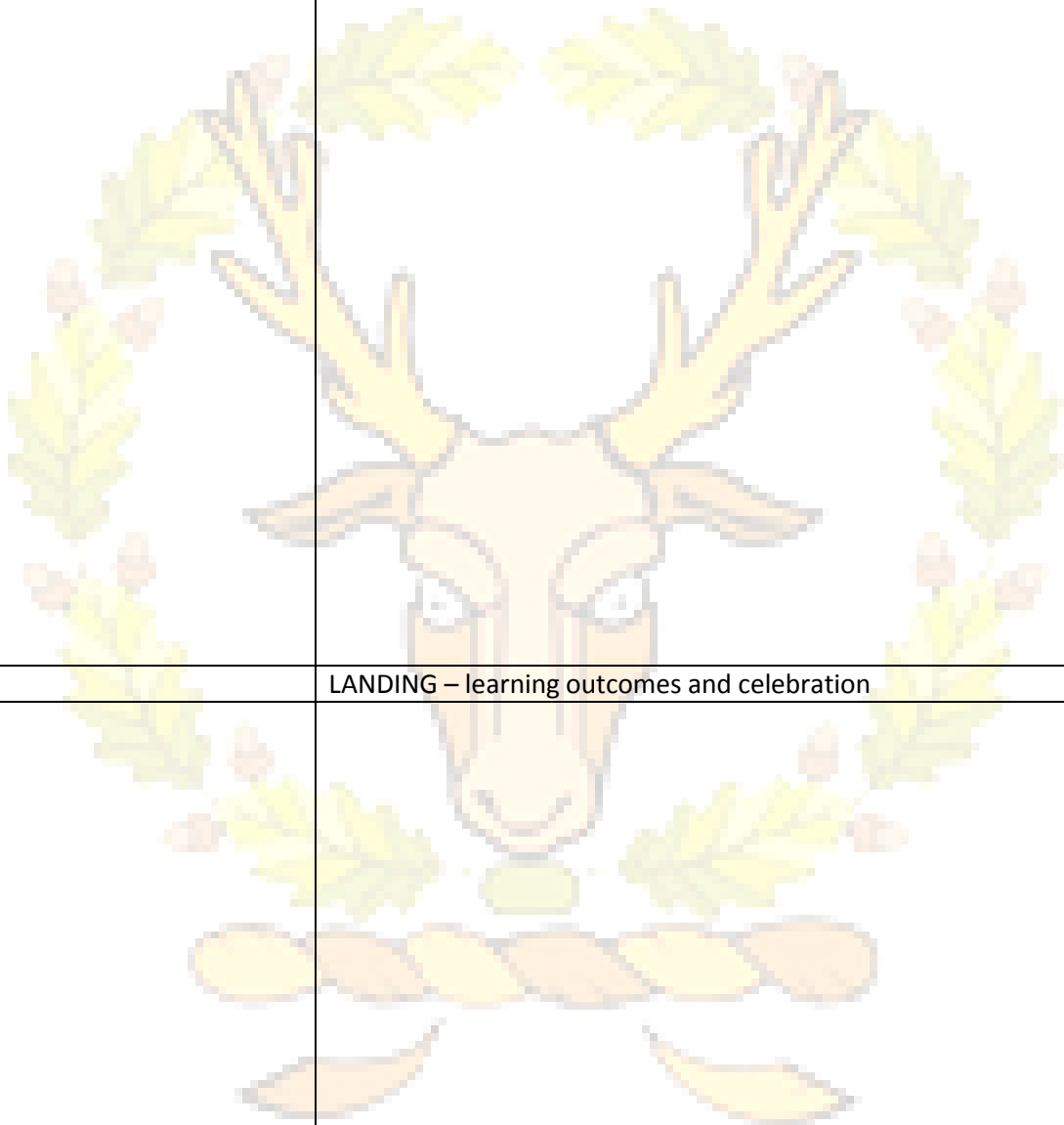


Long Term Planning – North Stainley CE Primary School Term - Autumn 2016

Theme- The Stone Age

Curriculum Drivers				
Trips and Visits/ Visitors	SMSC/ Christian Ethos	Extended Thinking Skills	Local Curriculum/ Global Dimensions	Forest Schools/ Adventurous and outdoor Ed
Visit to Nosterfield Quarry	Developing an open and safe learning environment in which pupils can express their views and practice moral decision making. Respect for them selves and others. Encouraging pupils to work cooperatively. Resilience:	Asking questions Exploring their own views and the views of others through circle time.	Human rights Circle time	Knot tying Exploring the woodland Boundaries and rules for being in the woods.
Geography	Drama	LAUNCH- stimulus/ Big Questions/ Prior knowledge		Science
Human geography, including settlements, land use, economic activity including trading links and distribution of natural resources including energy, food, minerals and water supplies. <ul style="list-style-type: none"> (Y3)I can use the correct geographical words to describe a place. (Y3)I can describe how volcanoes are created. (Y3)I can locate and name some of the world’s most famous volcanoes. (Y4)I can explain why 		Watch video of Stig of the dump.	Rocks and Fossils: Compare and group rocks and describe the formation of fossils. <ul style="list-style-type: none"> (Y3)I can compare and group rocks based on their appearance and physical properties, giving a reason. (Y3)I can describe how fossils are formed. (Y3)I can describe how soil is made. (Y3)I can describe and explain the difference between sedimentary and igneous rock. 	



<p>specific historical questions.</p> <ul style="list-style-type: none"> • (Y4)I can plot events on a timeline using centuries. • (Y4)I can use my mathematical skills to round up time differences into centuries and decades. • (Y4) I can explain how historic items and artefacts can be used to help build up a picture of life in the past. 				<p>to measure, make cuts and make holes.</p> <ul style="list-style-type: none"> • (y4) I can measure accurately. • (y4) I can use ideas from other people when I am designing. • (Y4) I can evaluate and suggest improvements for my designs. • (Y4) I can present a product in an interesting way.
RE	Art	PE	Enterprise	Computing
		<p>Play competitive games(football, hockey) and apply basic principles suitable for attacking and defending. Perform dances,</p> <ul style="list-style-type: none"> • (Y3) I am aware of space and use it to support team-mates and to cause problems for the opposition. • (Y3)I know and use rules fairly. • (Y3) I can share and create phrases with a partner and small group. • (y3) I can repeat, remember and perform phrases. 		<ul style="list-style-type: none"> • I can put programming commands into a sequence to achieve a specific outcome • I can solve an open-ended problem e.g. adding sound to a model or object • I can describe the algorithm I will need for a simple task • I can use repeat commands • I keep testing my program and

		<ul style="list-style-type: none">• (Y4) I can keep possession of the ball.• (Y4) I can vary tactics and adapt skills depending on what is happening in a game.• (Y4)I can use dance to communicate an idea.		recognise when I need to debug it
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