

### Activities

Investigate a range of different rocks to notice different structures and materials.  
Compare soils taken from different geographical areas.  
Use interactive games and fair testing techniques to decide on the most suitable rocks for particular purposes.  
Use art work with clay to consider the affect of air on materials and how reversible this is and similarly our bread making in design technology and the affect of heat.  
Carry out investigations to examine ways of changing materials from one state to another – looking carefully to note those which are reversible and those which are not and hypothesising about the reasons for this.

### French

The children will have a short French lesson each Monday taught by a visiting foreign language teacher from Tiverton High School. They will be introduced to basic vocabulary through activities that build confidence in listening, understanding and speaking simple French.

### Physical Development

There will be 2 PE lessons a week – one taught by pro-coaching and focussing on invasion games skills, the other either swimming or gymnastics depending on the Year group of your child.

### Activities

Follow a 2 week internet safety programme which is year group appropriate  
Year 3: log onto school computers, access word, add and manipulate text and images within a document, save to own space and access this document for further work. Use these skills to present a piece of curricular work  
Year 4: use the internet safely to access accurate and reliable topic information and know how to check for this. Understand how to take digital notes rather than copy information and develop presentation skills further, choosing the best package to achieve the desired outcome.

### Science

Our topics are rocks and soil and states of matter.  
The children will learn how rocks have different properties making them suitable for different uses and why different geographical areas have different soil types. They will find out how fossils are formed.  
They will investigate the nature of changing materials in a range of ways and learn about reversible and irreversible changes.

### Computing

Both Year 3 and 4 will complete internet safety sessions. Year 3 will learn to use our school system more independently, logging in, accessing and using word effectively, then saving and retrieving work. Year 4 will develop skills of research and presentation of findings using word and powerpoint as appropriate.

### Activities

Investigate artefacts as archaeologists to find clues about their owners, use and age  
Create a time line of early history  
Use photographs of prehistoric sites to look for clues about ways of life  
Role play the life of a nomad and compare it to their settled life style.  
Research why prehistoric people settled and where  
Use photographs of Stone, Bronze and Iron age artefacts to notice the way in which skills were developing.  
Research farming in the Bronze age  
Find out how early tourism was a part of the Iron age and use maps to find how the country started to divide into tribes.

### History

- To ask historical questions
- To understand how artefacts help us understand the past
- To understand the chronological order of events
- To understand when and how early people of the stone, bronze and iron age lived and their legacies

## Prehistoric People

### English

- Reading – become fluent in reading aloud and confident in understanding what is read, the meanings of words in context and inferring information.
- Spelling – follow the programme of study for Year 3 and 4 to develop a good understanding of spelling rules and be able to consistently apply these in written work across the curriculum
- Writing – use adventure stories, explanatory texts and poems to understand how to write these text types effectively and to inspire their own writing.
- Handwriting – develop a fluent, joined handwriting style.

### Activities

Guided reading weekly in a group with preparation and follow up activities to encourage deeper thinking about the text and learn to infer  
  
Spelling rules taught within English lessons and in early afternoon with weekly spelling lists linked to this work to learn at home.  
Editing of writing to check for spelling errors across the curriculum.  
Units of work to include adventure stories (Stone Age Boy), explanation texts (How Stonehenge was Built) and poetry.  
Weekly handwriting practice to learn the joins required for a fluent style and correct sizing

### Art and Music

In art, the children will learn how prehistoric people communicated through cave art, analysing examples of this before producing their own.  
They will also develop 3D skills of pottery making, re-creating replicas of artefacts left behind by pre-historic people.  
In music, the children will develop their skills of singing, rhythm, composition and performance.

### Mathematics

Develop key skills in the areas of:

- Number sense – understanding place value of numbers
- Additive reasoning – moving to formal, column addition and subtraction
- Multiplicative reasoning- fluency in use of tables to solve problems
- Geometric reasoning – shapes and angles

### Activities

**Art:** Careful observation of cave art, research into the form of prehistoric animals, develop ability to sketch shape and form, compose a picture that tells a story to communicate in cave art, learn to mix paints in a prehistoric manner and produce own cave art to evaluate.  
Observe and sketch clay based artefacts from the era, develop key skills in working with clay, plan and create a replica artefact.

**Music:** The class will work weekly with Mr Boxer to develop the different strands of musical skill.

### R.E

The children will be encouraged to think about who inspires them and to consider Jesus and Mohammad as inspirational figures for Christians and Muslims in the world today. Children will also study key passages in the Bible and Hadith in order to discover more about Jesus and Mohammad and their significance for Christians and Muslims.

### Design Technology

The children will investigate bread as a staple food and how early people would have been able to produce it. They will use our new kitchen facilities as they learn to make a basic loaf and then decide how to change it according to different tastes and the availability of different ingredients. Tasting and evaluating will be an important part of their learning.

### Activities

The children will have daily maths lessons – each topic lasting for around 3 weeks in which they will :

- Develop appropriate mental strategies
- Use the connective model to think about language, images, symbols and contexts linked to the topic of learning
- Be introduced to formal methods of calculation
- Learn to apply these methods to a range of problems