



UNDERSTANDING THE WORLD

Working scientifically LKS2

- **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **sc35** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- **sc36** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- **sc39** identifying differences, similarities or changes related to simple scientific ideas and processes

Rocks LKS2

- **sc47** compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- **sc48** describe in simple terms how fossils are formed when things that have lived are trapped within rock
- **sc49** recognise that soils are made from rocks and organic matter.

Forces and magnets LKS2

- **sc55** compare how things move on different surfaces
- **sc56** notice that some forces need contact between two objects, but magnetic forces can act at a distance
- **sc57** observe how magnets attract or repel each other and attract some materials and not others
- **sc58** compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- **sc59** describe magnets as having two poles
- **sc60** predict whether two magnets will attract or repel each other, depending on which poles are facing.

Location knowledge LKS2

- **ge35** I know how and why human and physical features in the landscape change over time (e.g. river courses or patterns of settlement)

Human and physical geography LKS2

- **ge42** I understand human geography in relation to types of settlement and land-use

Core Skills across the Key Stage LKS2

- **hi18** I can place events, people and changes into correct periods of time (British, local and world history)
- **hi19** I can describe key features and events in the periods and societies I have studied
- **hi20** I can recognise similarities and differences between periods of time
- **hi21** I can use a range of appropriate historical vocabulary including abstract terms such as 'empire' or 'peasantry'
- **hi22** I can ask and answer questions about change and cause and effect
- **hi23** can ask and answer questions about similarities and differences and their significance
- **hi24** I can draw informed conclusions by using a range of research skills
- **hi25** I can produce structured work from an appropriate range of resources relevant to the focus of enquiry
- **hi26** can use sources of information, including ICT, to find out about events, people and changes in the past
- **hi27** I understand that the same event in the past can be interpreted or represented differently by different people
- **hi29** I have studied changes in Britain from the Stone Age to the Iron Age

MATHEMATICS AND COMPUTING

Number - number and place value LKS2

- **m81** recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- **m83** identify, represent and estimate numbers using different representations

Number - addition and subtraction LKS2

- **m86** add and subtract numbers mentally, including:
- **m87** a three-digit number and ones
- **m88** a three-digit number and tens
- **m89** a three-digit number and hundreds
- **m90** add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- **m91** estimate the answer to a calculation and use inverse operations to check answers

Number - multiplication and division LKS2

- **m93** recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- **m94** write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- **m95** solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Number - fractions LKS2

- **m97** recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- **m98** recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators

Measurement LKS2

- **m103** measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- **m107** estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- **m108** know the number of seconds in a minute and the number of days in each month, year and leap year
- **m109** compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry - properties of shapes LKS2

- **m110** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

Statistics LKS2

- **m115** solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

COMMUNICATION AND LANGUAGE

LKS2

- **sl13** listen and respond appropriately to adults and their peers

- **sl20** speak audibly and fluently with an increasing command of Standard English

- **sl21** participate in discussions, presentations

Stone Age topic
What do cave paintings tell us about the activities of Stone Age people?
What did Stone Age people eat-forage on yard and field.
What are the problems with this?
What food could not be found by foraging?
Which animals did different groups hunt? Write a Stone Age menu.
Communication-How did Stone Age Man communicate.
Try drawing pictures to tell a partner something.
How effective is this?
Stone Age animals
Skara Brae-Why was this settlement chosen?
Did Stone Age Man go to war? How do we know?
Science-Rocks and Soils-
Explore what is under our feet - lots of rocks, sometimes hidden by grass, soil, buildings, sea, etc.
Study, draw and label a cross section of the earth, after comparing with a Scotch egg.
Find out how parts of the Earth's crust move against each other.
Investigate where volcanoes are found! Understand that igneous rocks are produced as a result of volcanoes.
Chn watch a demonstration of an erupting volcano & build a virtual volcano.
They research specific volcanoes & label a volcano diagramLook at a range of rock samples.
Discuss igneous & sedimentary (plus metamorphic) rocks.
Take part in a range of activities including testing hardness of rocks, sorting rocks, finding information, drawing rocks & finding out how pebbles & sand are formed
Take part in more practical workshop activities including separating sand and stones by sieving, using ICT to research rocks, looking up vocab in dictionaries, sorting and naming rocks and testing the effect of vinegar on rocks
Find out more about sedimentary rocks & how fossils are formed from some animals and plants that die.
Chn draw a cartoon strip to show the process of fossilisation.
They make a fossil model.Discuss how soil is formed and why it is important to look after it.
Find answers to questions on the web.
Closely observe a soil sample and record what is found.
Look at and draw a soil profile.
Discuss erosion.Look at images, and discuss the effects and causes of flooding.
Plan and carry out a practical investigation about the permeability of 3 different types of soils including measuring.

Use multiple of 5 and 10 bonds to 100 to solve additions and subtractions;
add and subtract 1-digit numbers to and from 2-digit numbers
Compare and order 2- and 3- digit numbers;
count on and back in 10s and 1s;
add and subtract 2-digit numbers;
solve problems using place value.
Know multiplication and division facts for the 5, 10, 2, 4 and 3 times-tables;
doubling and halving
Know and understand the calendar including days, weeks, months, years;
tell the time to the nearest 5 minutes on analogue and digital clocks; know the properties of 3D shapes
Comparing, ordering and understanding place value of 2- and 3-digit numbers;
Doubling and halving numbers up to 100 using partitioning;
understanding fractions and fractions of numbers
Use money to add and subtract and record using the correct notation and place value;
add and subtract 2-digit numbers using partitioning;
add three 2-digit numbers by partitioning and recombining; and 3-digit numbers;
using prediction to estimate capacity in
Choose an appropriate instrument to measure a length and use a ruler to estimate, measure and draw to the nearest centimetre;
know 1 litre = 1000 ml;
estimate and measure capacity in millilitres.
Place 2- and 3-digit numbers on a number line;
round 3-digit numbers to nearest 100;
use counting up to do mental subtractions with answers between 10 and 20, 10 and 30, and either side of 100
Revise Times-tables learned and derive division facts;
perform division with remainders; choose a mental strategy to solve additions and subtractions;
solve word problems

Asking and answering questions about a text (Stone Age Boy and Guided reading texts)
PSHE-debating issues
Circle Time-sharing views and resolving issues
Newstime-sharing any news together-practising good speaking and listening skills
Rehearsing poetry orally and presenting

Harvest Christmas.
What did Stone Age people celebrate?

Everyday Materials properties and uses, fabrics (link to topic-how did Stone Age people dye their fabrics?)
Recycling materials

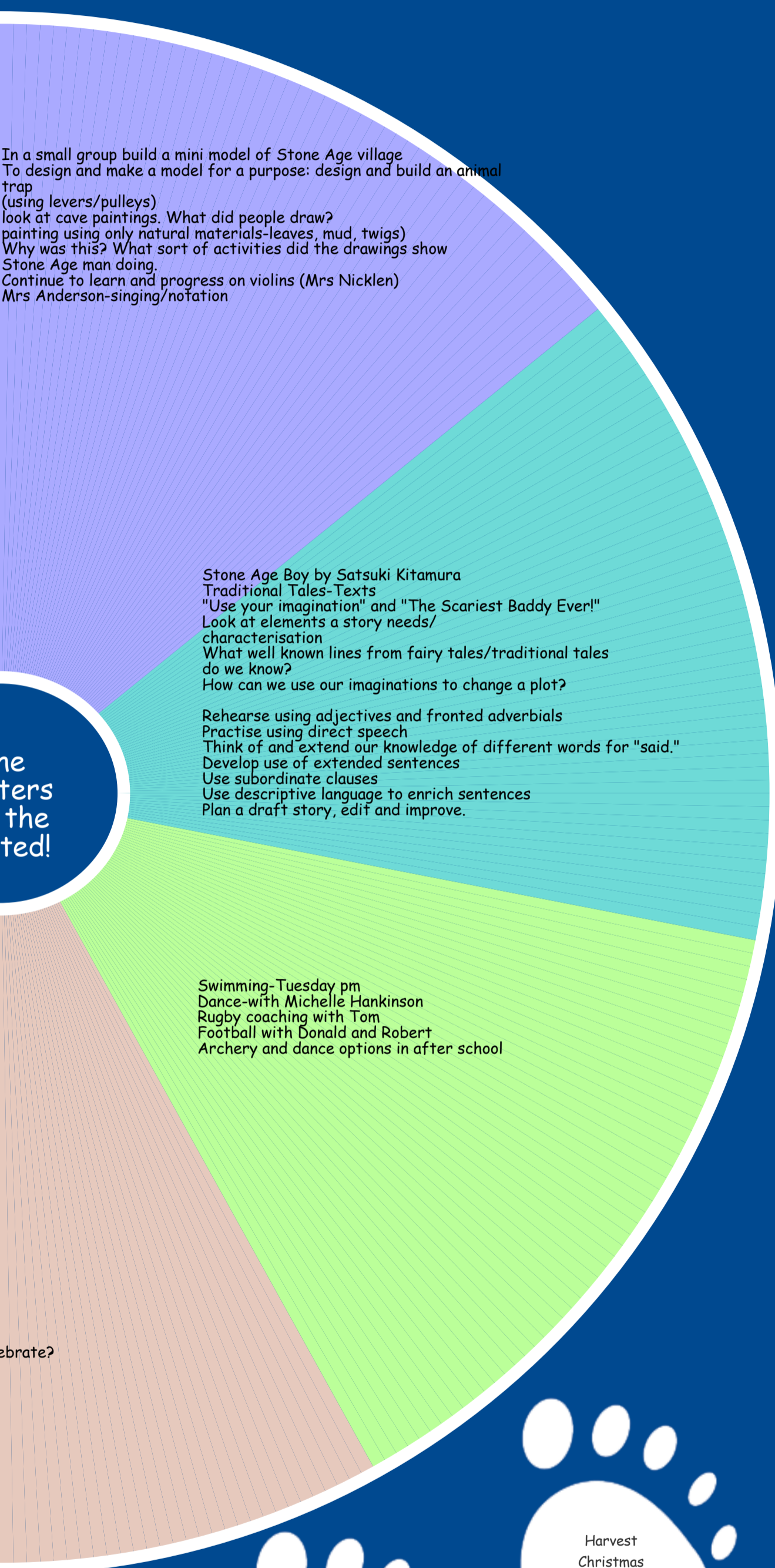
Rocks and Soils investigations. Make a volcano. Where are volcanoes found? Compare climate etc around the equator with our climate. What are the key geographical differences?

OUTDOOR

Rocks and Soils
Everyday
Which materi
around
as part of
and i
school g

... make a surprise visit!

Final Event: Stone Circle celebration



LEARNING

... investigations
... materials
... als can we see
... school-
... the building
... in the
... grounds?

EXPRESSIVE ARTS AND DESIGN

- LKS2**
- **ad11** I can describe the range of materials I have used since being in KS1
 - **ad12** I can show examples of drawing using pencil and charcoal.
 - **ad13** I can show examples of painting with different kinds of paint
- Design LKS2**
- **dt25** I can talk about my product and explain my design ideas and where they came from
 - **dt26** I can tell you for whom I have designed my product and why I think my product would be useful to them
 - **dt27** I can communicate my ideas through annotated sketches
 - **dt28** I can communicate my ideas through cross-sectional and exploding diagrams
 - **dt29** I can make a model of my design
- Make LKS2**
- **dt32** I can select and use appropriate tools and techniques for my product
 - **dt33** I can measure, mark, cut and shape a range of materials accurately
 - **dt34** I can join, assemble and combine components with precision
 - **dt35** I can use appropriate finishing techniques to strengthen and improve the appearance of my product
 - **dt36** I can describe the properties of a variety of materials including construction materials, textiles and ingredients and explain my choices in relation to these properties
- Evaluate LKS2**
- **dt40** I have asked for the views of others, especially the intended users, to help to improve my design
- Technical knowledge LKS2**
- **dt43** I can strengthen, stiffen and reinforce more complex structures
 - **dt44** I know how to use gears and pulleys in my designs
 - **dt45** I know how to use cams in my designs
 - **dt46** I know how to use levers and linkages in my designs
- LKS2**
- **mu11** I can sing in a group, or on my own, with expression, awareness of others and in tune
 - **mu12** I can play instruments with accuracy and control
 - **mu16** I can listen carefully and perform accurately from memory
 - **mu17** I can perform from simple, standard notation
 - **mu18** I can use standard notation in my compositions
 - **mu19** I can describe, compare and evaluate different kinds of music
 - **mu20** I can identify music from different traditions
 - **mu21** I can talk about some famous composers and musicians and express my opinions of their music using appropriate vocabulary

LITERACY

- Reading - word reading LKS2**
- **e135** apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Reading - comprehension LKS2**
- **e137** develop positive attitudes to reading and understanding of what they read by:
 - **e138** listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - **e139** reading books that are structured in different ways and reading for a range of purposes
 - **e140** using dictionaries to check the meaning of words that they have read
 - **e141** increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - **e142** identifying themes and conventions in a wide range of books
 - **e144** discussing words and phrases that capture the reader's interest and imagination
 - **e146** understand what they read, in books they can read independently, by:
 - **e147** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - **e148** asking questions to improve their understanding of a text
 - **e149** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - **e150** predicting what might happen from details stated and implied
 - **e151** identifying main ideas drawn from more than one paragraph and summarising these
 - **e154** participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- Reading - word reading LKS2**
- **e160** write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Writing - handwriting LKS2**
- **e161** use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
 - **e162** increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
- Writing - composition LKS2**
- **e163** plan their writing by:
 - **e164** discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - **e165** discussing and recording ideas
 - **e166** draft and write by:
 - **e167** composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - **e168** organising paragraphs around a theme
 - **e169** in narratives, creating settings, characters and plot
 - **e172** assessing the effectiveness of their own and others' writing and suggesting improvements
 - **e175** read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Writing - vocabulary, grammar and punctuation LKS2**
- **e177** extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - **e178** using the present perfect form of verbs in contrast to the past tense
 - **e179** choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - **e181** using fronted adverbials
 - **e184** using commas after fronted adverbials
 - **e186** using and punctuating direct speech
- Writing - transcription - Spelling LKS2**
- **e155** use further prefixes and suffixes and understand how to add them (English Appendix 1)
 - **e156** spell further homophones
 - **e157** spell words that are often misspelt (English Appendix 1)
 - **e159** use the first two or three letters of a word

The Hunters and the Hunted! - Stage Coverage

UNDERSTANDING THE WORLD

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- **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
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- **sc56** notice that some forces need contact between two objects, but magnetic forces can act at a distance
- **sc57** observe how magnets attract or repel each other and attract some materials and not others
- **sc58** compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- **sc59** describe magnets as having two poles
- **sc60** predict whether two magnets will attract or repel each other, depending on which poles are facing.

Location knowledge LKS2

- **ge35** name human and physical characteristics and understand how some of these aspects have changed over time

Human and physical geography LKS2

- **ge42** human geography, including: types of settlement and land use

LKS2

- **hi18** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi19** Pupils should continue to establish clear narratives within and across the periods they study.
- **hi20** They should note connections, contrasts and trends over time
- **hi21** They should develop the appropriate use of historical terms.
- **hi22** They should regularly address and sometimes devise historically valid questions about change and cause,
- **hi23** They should regularly address and sometimes devise historically valid questions about similarity and difference and significance
- **hi24** They should construct informed responses that involve thoughtful selection
- **hi25** They should construct informed responses that involve organisation of relevant historical information.
- **hi26** They should understand how our knowledge of the past is constructed from a range of sources
- **hi27** They should understand that different versions of past events may exist
- **hi29** changes in Britain from the Stone Age to the Iron Age

MATHEMATICS AND COMPUTING

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Measurement LKS2

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Geometry - properties of shapes LKS2

- **m110** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

Statistics LKS2

- **m115** solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

PHYSICAL EDUCATION

LKS2

- **pe5.1** play competitive games and apply basic principles suitable for attacking and defending
- **pe7** perform dances using a range of movement patterns

Swimming and water safety LKS2

- **pe10** swim competently, confidently and proficiently over a distance of at least 25 metres
- **pe10.1** use a range of strokes effectively such as front crawl, backstroke and breaststroke

EXPRESSIVE ARTS

LKS2

- **ad11** to improve their mass techniques, including drawing with a range of materials (e.g. clay)
- **ad12** to improve their mass techniques, including drawing with charcoal
- **ad13** to improve their mass techniques, including painting with materials

Design LKS2

- **dt25** use research and design to inform the design of innovative products that are fit for purpose
- **dt26** use research and design to design products that are fit for particular individuals or groups
- **dt27** generate, develop, make their ideas through discussion and sketches
- **dt28** generate, develop, make their ideas through cross-sectional diagrams
- **dt29** generate, develop, make their ideas through prototypes

Make LKS2

- **dt32** select from and use a range of equipment to perform practical tasks
- **dt33** use a wider range of equipment to perform practical tasks accurately
- **dt34** use a wider range of equipment to perform practical tasks, such as finishing, accurately
- **dt35** select from and use a range of equipment to perform practical tasks, finishing, accurately
- **dt36** select from and use a range of equipment and components, including textiles and ingredients, to make products

Evaluate LKS2

- **dt40** evaluate their ideas against their own design criteria and compare their work to improve their work

Technical knowledge LKS2

- **dt43** apply their understanding of materials to strengthen, stiffen and reinforce structures
- **dt44** understand and use a range of materials in their products, such as gears
- **dt45** understand and use a range of materials in their products, such as cameras
- **dt46** understand and use a range of materials in their products, such as levers

LKS2

- **mu11** perform in solo and in groups their voices with increasing accuracy and expression
- **mu12** play musical instruments with increasing accuracy
- **mu16** listen with attention to sounds with increasing accuracy
- **mu17** understand staff and other musical notation
- **mu18** see staff and other musical notation
- **mu19** appreciate a wide range of live and recorded music
- **mu20** understand music from different traditions
- **mu21** appreciate some great musicians

ARTS AND DESIGN

theory of art and design
drawing, painting and sculpture
e.g. pencil, charcoal, paint,

theory of art and design
drawing with pencil and

theory of art and design
drawing with a range of

develop design criteria to
creative, functional, appealing
purpose

develop design criteria to
for purpose, aimed at
groups

model and communicate
design and annotated

model and communicate
design and exploded

model and communicate
design

a wider range of tools and
equipment for tasks

tools and equipment to
use accurately

tools and equipment to
such as joining accurately

a wider range of tools and
equipment for tasks, such as

a wider range of materials
and construction materials,
according to their functional

and products against their
purpose consider the views of others

2
understanding of how to
use more complex

mechanical systems in
gears and pulleys

mechanical systems in
gears

mechanical systems in
gears and linkages

ensemble contexts, using
accuracy, fluency, control

elements with increasing

to detail and recall
musical memory
and other musical notations
musical notations
range of high-quality live

drawn from different

great composers and

LITERACY**Reading - word reading LKS2**

- **e135** apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

Reading - comprehension LKS2

- **e137** develop positive attitudes to reading and understanding of what they read by:
- **e138** listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **e139** reading books that are structured in different ways and reading for a range of purposes
- **e140** using dictionaries to check the meaning of words that they have read
- **e141** increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- **e142** identifying themes and conventions in a wide range of books
- **e144** discussing words and phrases that capture the reader's interest and imagination
- **e146** understand what they read, in books they can read independently, by:
- **e147** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- **e148** asking questions to improve their understanding of a text
- **e149** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **e150** predicting what might happen from details stated and implied
- **e151** identifying main ideas drawn from more than one paragraph and summarising these
- **e154** participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing - transcription - Spelling LKS2

- **e155** use further prefixes and suffixes and understand how to add them (English Appendix 1)
- **e156** spell further homophones
- **e157** spell words that are often misspelt (English Appendix 1)
- **e159** use the first two or three letters of a word to check its spelling in a dictionary
- **e160** write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing - handwriting LKS2

- **e161** use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- **e162** increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing - composition LKS2

- **e163** plan their writing by:
- **e164** discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- **e165** discussing and recording ideas
- **e166** draft and write by:
- **e167** composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- **e168** organising paragraphs around a theme
- **e169** in narratives, creating settings, characters and plot
- **e172** assessing the effectiveness of their own and others' writing and suggesting improvements
- **e175** read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing - vocabulary, grammar and punctuation**COMMUNICATION AND LANGUAGE****LKS2**

- **sl13** listen and respond appropriately to adults and their peers
- **sl14** ask relevant questions to extend their understanding and knowledge
- **sl16** articulate and justify answers, arguments and opinions
- **sl18** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **sl20** speak audibly and fluently with an increasing command of Standard English
- **sl21** participate in discussions, presentations, performances, role play, improvisations and debates
- **sl22** gain, maintain and monitor the interest of the listener(s)
- **sl23** consider and evaluate different viewpoints, attending to and building on the contributions of others

PSED & RELIGIOUS EDUCATION**Learning About Religion LKS2**

- **ra19** Begin to describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- **ra20** Begin to describe the variety of practices and ways of life in religions.

The Hunters and the Hunted!