

	Literacy Link	First half of term	Second half of term
<b>Autumn</b>	<p>Reading Link: Ug by Raymond Briggs Stone Age Boy by Satoshi Kitamura</p> <p>-increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. -develop positive attitudes to reading and understanding of what they read by: § listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks § using dictionaries to check the meaning of words that they have read § identifying themes and conventions in a wide range of books</p> <p>Recounts from our visit from Hands on History Writing a new ending for Stone age boy.</p>	<p><b>History: <i>Can you dig it? (Stone Age to the Iron Age)</i></b></p> <p>-Children should develop a chronologically secure knowledge and understanding of British history. -Children should address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>This could include: § 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 § Changes in Britain from the Stone Age to the Iron Age – Neolithic settlement at Skara Brae</p> <p><b>Art</b> Islamic Art Cave paintings Children should improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, charcoal, paint, clay]</p> <p><b>Science:</b> Rocks and Soils:</p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from</li> </ul>	<p><b>Science</b> Animals, including humans;</p> <p>Pupils should be taught to: § identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat § identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><b>D&amp;T</b> Build a Hunters Home Children should apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>RE</b> Islam Christmas Christmas Traditions How is Christmas celebrated around the world?</p>

		rocks and organic matter	
<b>Spring</b>	<p>Non Fiction writing</p> <p>Leaflets Features of non-fiction texts Explanatory texts</p> <p>Poetry</p> <p>§identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p><b>Fiction Writing:</b></p> <p><u>Myths/Legends</u> Finn MacCool The Loch Ness Monster – and eye witness account George and the Dragon</p> <p>Non fiction writing Leaflets about a place in the British Isles.</p>	<p><b>Geography - Cool Britannia</b> (developing and understanding of the UK)</p> <p>§name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time §use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied § use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p><b>Science</b> Sound:</p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• recognise that sounds get fainter as the distance from the sound source increases</li> </ul> <p>RE: <b>Easter</b></p> <p><b>The Easter Story</b></p>
<b>Summer</b>	<p><b>Reading Link:</b></p> <p>Tutankhamun</p> <p>Pupils will develop positive attitudes to reading and understanding of what they read by: § reading books that are structured in different ways and reading for a range of purposes § identifying themes and conventions in</p>	<p><b>History: Ancient Egypt</b> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the following: Ancient Egypt</p> <p><b>Geography</b> §physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p><b>Year 3 and 4 Production</b></p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p><b>Science</b> Forces and Magnets Pupils should be taught to: § compare how things move on different surfaces</p>

	<p>a wide range of books          § using dictionaries to check the meaning of words that they have read          identifying themes and conventions in a wide range of books          § drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence          § predicting what might happen from details stated and implied          § identifying main ideas drawn from more than one paragraph and summarising these          § identifying how language, structure, and presentation contribute to meaning composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures          § organising paragraphs around a theme          § in narratives, creating settings, characters and plot</p> <p>Newspaper articles – discovery of the tomb          Instruction writing – how to make a mummy.</p>	<p>§ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Art</b>          Hieroglyphics and Egyptian Jewellery</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>DT          Making hieroglyphic bookmarks – developing sewing techniques</p> <p>Visit to Haslemere Museum.</p>	<p>§ notice that some forces need contact between two objects, but magnetic forces can act at a distance          § observe how magnets attract or repel each other and attract some materials and not others          § 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          § describe magnets as having two poles          § predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>RE          Representation of water.</p>
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