

### Literacy 'Stig of The Dump'

- Read chapters and discuss differences between Barney and Stig's lives.
- Description of the pit.
- Make a character profile to describe Barney and / or Stig.
- Choose one of the main events of the story and write a diary entry about it from Barney's perspective.
- Write a Stone Age poem.
- Chd to make up their own adventure for Barney and Stig and write this as a short narrative.
- The book was turned into a film. Watch this and make comparisons between the two.

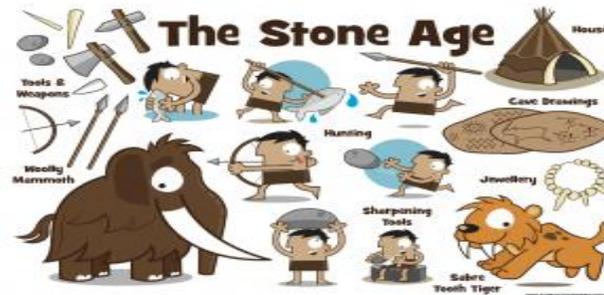
### History

- Explore weapons/tools.
- Look at Stone Age homes.
- Skara Brae/ Stonehenge
- Timeline of events

### Art and DT

- Make a Stone Age necklace.
- Replicate Stone Age cave art.
- Represent Stone Henge using pastels.
- Celtic designs from the Iron Age

## Y4- Autumn 1-Iron and Stone



### Computing (Autumn Term 1- E Safety and Key Skills )

- Use the Internet to carry out research about life in the Stone Age.
- Create a poster about life in the Stone Age using formatting and editing tools to enhance this.

### Science- Living Things and their Habitats

- What do Iron Age and Stone Age environments look like?
- Food chains- identify predators, producers and prey.
- Impact of environment on humanity.

## Other Subjects- Autumn Term 1



**RE-** People topic. Learning about the family of Jesus. Hinduism and Judasim.

**SEAL-** New Beginnings topic (relationships, individuality, gifts and talents)

**Numeracy-** place value, recognising the place value of each digit in a 4-digit number, ordering and comparing numbers beyond 1000, adding numbers with up to 4-digits using the formal written methods of columnar addition where appropriate; estimating and using the inverse operations to check answers to a calculation; subtracting numbers with up to 4-digits using the formal written methods of subtraction where appropriate; solving addition and subtraction two step problems in contexts; deciding which operations and methods to use and why.

**Computing-** Safe and Responsible Use: Be able to make judgments in order to stay safe, whilst communicating with others online; know how to respond if asked for personal information or feel unsafe about content of a message; identify dangers when presented with scenarios, social networking profiles, etc; Articulate examples of 'acceptable' and 'unacceptable' behaviour online.; recognise that cyber bullying is unacceptable and the possible consequence i.e. sanctions in line with the school's policy and wider society; understand that the internet contains fact, fiction and opinion and begin to distinguish between them; understand the need for caution when using an internet search for images and what to do if they find an unsuitable image; understand the need to keep personal information and passwords private and secure.

**Music-** Weekly Woodwind Lessons (School Music Service).

**PE-** indoor PE and Junior Games.

