

KEY VOCABULARY

Each week, we will choose two key vocabulary words to focus on.

cemented	glued together or strengthened
compacted	pressed firmly together
decay	to rot or break down
prehistoric	relating to the time before written records
soil	upper layer of the ground
transform	change the form of something
meta	Change
morph	change/form
ancient	relating to a very long time ago
community	a group of people living together in the same area (a social unit)
dense	covered thickly
extinct	no longer in existence
roaming	moving about without a set destination
prehistory	a period of time before any written records
pre	before
sub	under
ex	out
saviour/salvation (RE)	a person who saves someone from danger or difficulty
inspire/ inspiration (RE)	Fill someone with the desire to do something (normally creative)
system (ICT)	a set of things working together as parts of a mechanism or an interconnecting network.
network (ICT)	a group or system of interconnected people or things
digital (ICT)	involving or relating to the use of computer technology

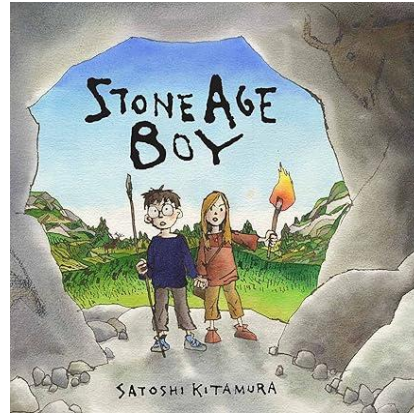
As **musicians** we will:

- Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B
- Sing in a Gospel style with expression and dynamics.
- Play a bass part and rhythms ostinato along with *This little light of mine*.
- Sing Part 1 of partner song rhythmically.
- Listen and move in time to songs in a Gospel song.



Year 3 and 4 – Autumn 1

Stone Age – Iron age

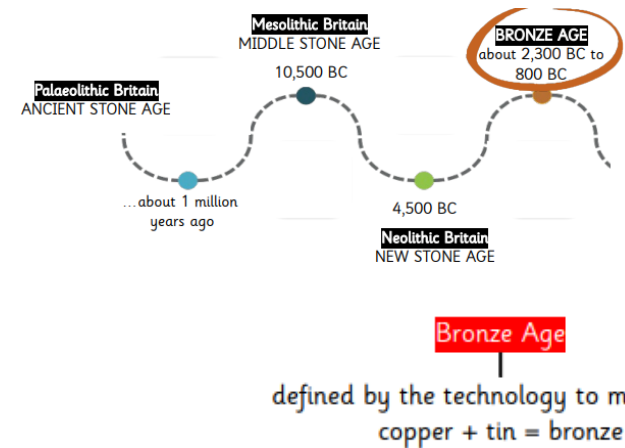


CURRICULUM ENHANCER

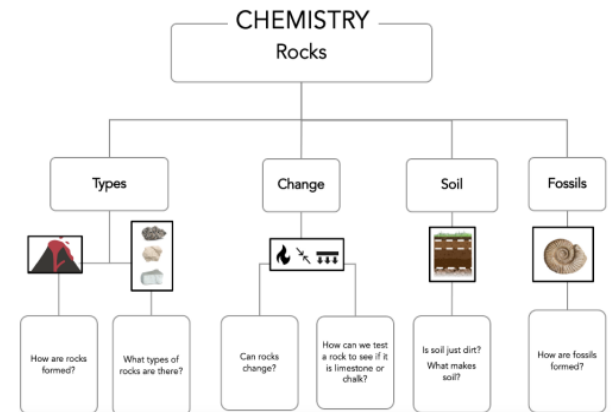
Healthy living day

During this topic, we will be focusing on the History of the Stone Age to the Iron Age

As **Historians**, we will be learning about changes in Britain from the Stone Age to the Bronze Age.



As **Scientists**, we will be learning about chemistry and the 3 rock families: Igneous, Sedimentary & Metamorphic. We will be applying our science knowledge as Historians.



In **PE**, we will be swimming and refining our team work skills in football.

PSHE: Beginning and Belonging

Children will have the opportunity to contribute to creating a safe and happy classroom through developing ground rules and building positive relationships. They will also identify who is in their network of support.

In **French**, we will be focusing on 'The Calendar'. We will be learning the days of the week, months of the year and being able to say when their birthday is.

As **artists**, we will explore the range of marks that can be made through printing. We will make our own printing blocks and print on different surfaces.

Connections:

Neil Bousfield
British printmaker
and engraver



LKS2 How does believing Jesus is their saviour inspire Christians to save and serve others?

Prior learning:

Christians are followers of Jesus, the saviour of the world. He died but came back to life.

A cross reminds Christians of his sacrifice, but is also a sign of commitment and God's love.

Jesus told parables to teach about God's Kingdom and the right way to live.

Christians pray to God and worship him in different ways. God offers us forgiveness.

The Holy Spirit reminds Christians God is always with them.

What should we know?

Remember people were amazed at what Jesus said and did when he was alive.

Christians believe:

- Jesus was a rescuer or saviour (the name Jesus means saviour).
- The Bible tells us stories of when Jesus saved people when he was alive. He also saved us all through his death.
- Humans are made in God's image. However, when we disobey God's rules or fail to live up to them, we are 'spoilt'.
- In serving others by making a difference in response to Jesus saving them.

Zacchaeus changed when he was 'saved.'

Jesus healed the sick.

Miracles like the feeding of the 5,000.

Who cares?

What should we be able to do?

Describe some different ways that Christians show their beliefs about Jesus in Christmas carols or on Christmas cards.

Describe some things Christians do as part of their faith to try to 'save' or help others, some the same, some different.

Understand who Christians believe Jesus to be - the saviour of the world.

In **IT**, we will be learning about computer networks. We will be identifying that digital devices gave inputs, processes and outputs and how devices can be connected to make networks.

