**Our Termly Learning Journey**

**Year Group:** **Term and Year:**  **Cycle:**

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| **Big Question** | **Other questions** | | **Links to Bolney/21st C** | **Key Vocab** | | **Whole Class Reading Text** | **Key figures** |
| **What do we need to survive?** | **How did people survive in the Stone Age?**  **What tools and technological developments helped them?**  **Did Stone Age people simply survive or was there more to life?** | | **Local plants, animals, settlements, water etc – would Bolney have been a good place to settle?** | **Stone Age, Iron Age, Bronze Age, prehistoric, Palaeolithic, Mesolithic, Neolithic, hunter-gather, farmer, tribe, archaeologist, artefact** | | **The Wild Way Home Or Wolf Brother or Stig of the Dump** |  |
| **Links to Bolney characteristics** | **Project overview** | **Hook/Wow Starter Project Outcome/Fantastic Finish** | **Links to Interplaylands** | **Driver Subjects**  **(Part of project and discrete)** English, maths, science, RE, PE, French and RHE plus: | | **Other Core Texts** | **Visits / Visitors** |
| Team Players – reliance of Stone Agers upon one another for survival | Stone Age to Iron Age | Den building challenge Use knowledge of Stone Age houses and techniques to attempt own den. | Shelter building | History  Geography  English |  | Stone Age Boy,  Stone Age Bone Age, Woolly Mammoth, Ug | Horsham Museum |

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| **As writers we will…** | **As mathematicians we will…** | **As geographers we will…** | **As musicians we will…** | **In RE we will…** |
| Write to inform:  use conjunctions to develop more detail and more complex sentences use adjectives, adverbs and adverbial phrases to describe and explain in more depth use paragraphs to organise information.  Write to entertain: write descriptively to describe the lives and experiences of Stone Age people. use emotive language to demonstrate the difficulty of day to day life through stories and diaries | Represent numbers to 1000s and 10,000s  Partition numbers in different ways  Add and subtract using informal and formal methods where appropriate  Multiply and divide using times tables knowledge and powers of 10 and formal written method where appropriate | Find out where the best places to build Stone Age to Iron Age settlements were  and why  Find out about the settlement of  Skara Brae | Be learning to play instruments with WS music specialist teachers | Learn what stories help Jewish people remember their covenant with God. |
| **As readers we will…** | **As designers we will…** | **As artists we will…** | **As historians we will…** | **As linguists we will…** |
| listen and focus for extended periods of time.  Ask and answer questions arising from plots and characters.  Infer information and give evidence for opinions.  Retrieve information from the text and refer to key details when answering questions.  Develop strategies to understand and work out the meaning of words when encountering them in a text. | Use a range of strategies similar to Stone Agers to build model Stone Age houses.  Learn how to saw and manipulate wood/sticks to make structures.  Consider the best strategy for creating a settlement using scarce resources / what is available.  Evaluate the effectiveness of own and others’ structures using specific and helpful feedback. | Create collage and collaborative pieces of work inspired by the Stone Age / Stonehenge.  Create jewellery inspired by animal tooth jewellery. | Learn about the different ages from the Ice Age to the Iron Age.   Use appropriate terminology and dates when describing these time periods.  Use and interpret time lines to understand the length of time we are studying.  Understand the significance of technological developments and how this changed day to day life. | Learn how to introduce ourselves in French and begin to talk about ourselves. |
| **As speakers and listeners we will…** | **As programmers in computing we will…** | **As scientists we will…** | **As young people we will…** | **As a sportsperson we will…** |
| Value the opinions of others and develop our ability to listen, talk and communicate effectively with others.  Apply these skills in different situations eg. class discussions, key stage assemblies and drama lessons. | Consider how to keep ourselves safe online.   Consider what to do when we encounter something we don’t like online.  Consider how we should treat others online. | Learn about the anatomy of the stomach and intestines.   Learn about the process of digestion – from teeth and swallowing to the disposal of waste.  Carry out investigations/demonstrations into the effects of sugar on teeth and the process of digestion.  Describe the processes using specific scientific language e.g. absorption, nutrients, waste etc. | Demonstrate our values in class and around school.  Focus on showing teamwork in different situations – helping others in class, looking after younger children, contributing to key stage/group assemblies and in structured PE games etc. | Learn about the importance of teamwork and working towards a common goal.   Focus on positive encouragement and support for others.  Develop efficient ways including non-speaking ways to communicate during games.  Develop hockey dribbling, passing and shooting skills. |

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| **Journey** | |  | |
| **Week 1** | Mantle of the Expert / drama immersion into the story of Stone Age Doggerland inhabitants that need to move land. | |  |
| **Week 2** |  | |  |
| **Week 3** |  | |  |