

As writers we will be:

- Improving our inference skills
- Creating a travel journal.
- Writing a fiction story about Stone Age Life
- Using direct speech and the punctuation that goes with it accurately.
- Using adverbials to start sentences
- Continuing to use conjunctions to extend our sentences.
- Spell words that have the suffix ture or sure accurately
- Edit our work for accuracy in spelling and punctuation.

As athletes we will be:

- Trying a range of outdoor games to improve our co-ordination and linking it to Netball.
- Creating movements in gymnastics both on and off apparatus linked to theme of travel.

Throughout the topic we will be working on:

- Continuing to be more independent and doing things for ourselves
- Continuing to be responsible for ourselves and our classroom



As scientists we will be:

Learning the terms sedimentary, igneous and metamorphic
Able to group rocks under different categories
Able to state what a fossil is and how it is formed.
Learning about Mary Anning
Carrying out experiments involving soil particles.
Investigating the permeability of soils.

As mathematicians we will be:

- Revising our place value to 100
- Building our knowledge of place value to include numbers up to 999
- Adding using numbers up to 999
- Subtracting numbers up to 999
- Recalling multiplication facts for the 2,3,4,5, and 10 facts



As artists we will be:

- Looking at how cave art helps us to know more about the Stone Age
- Exploring the use of charcoal
- Improving pencil skills
- Working with how different papers can support sketching

As historians we will be:

Learning about the Stone Age and the impact it has had on our lives today,

As designers we will be:

- Planning and creating a healthy quesadilla
- Using a campfire to cook safely.
- Evaluating our quesadilla and thinking about how it is nutritious.

Is 'The Croods' a fair representation of the Stone Age?
Autumn 1

We will be focusing on the following **Learn Together** stands:
Belief systems, Ethics & the Environment and Equality & Justice.