

How to Wash a Woolly Mammoth

By the end of this topic we will be able to...

Music (Y4)

- Have played along with a range of musical styles.
- Have further learnt about notation, rests, beat, tempo.
- Have learnt to play a song on the violin.

Languages

- pinpoint France and other French speaking countries on a map of the world.
- ask and answer the question 'How are you?' in French.
- say 'Hello' and 'Goodbye' in French.
- ask and answer the question 'What is your name?' in French.
- count to 10 in French.
- say 10 colours in French.
- name and recognise up to 10 shapes in French.
- attempt to spell some of these nouns. - recognise that nouns have an article in French and in this case, the indefinite 'un' or 'une'.

Design and Technology

- create and evaluate a model of a woolly mammoth using milk bottles.
- explore the origins and development of sewing, and creating a sewn needle pouch or early pair of shoes.

History

- describe what life was like in the Palaeolithic and Mesolithic period.
- explain what changed from the Palaeolithic to the Mesolithic period.
- investigate what people ate in the Palaeolithic and Mesolithic period.
- explain how the search for food changed in the Neolithic period.
- identify what tools were used in the Neolithic period.
- describe the beaker people.
- explain how tools changed after the Neolithic period.
- explain how the Bronze Age moved into the Iron Age.
- explain what a round house is.
- explain what a hillfort is.
- describe what life was like in the Northwest

Art

- explore the history and style of cave paintings, and recreating cave paintings in a variety of ways.
- investigate and recreate Stone Age jewellery using clay and other materials.
- explore and recreate some mysteries of prehistoric art, including stone balls and Stonehenge.

RE

- make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation
- give examples of how and suggest reasons why Christians use the Bible today
- describe some ways Christians say God is like, with examples from the Bible, using different forms of expression
- discuss their own and others' ideas about why humans do bad things and how people try to put things right.

Computing

- Have defined cyberbullying and know how to respond hurtful comments online.
- Have learnt how to access a trusted search engine
- Have explored which information to keep private online.
- Know and understand how word order affects search results
- Know how to bookmark or favourite pages online
- Understand how to behave appropriately and know what to do if they feel uncomfortable when communicating online.

PSHE

Being me:

- explore different kinds of responsibilities at school and in the community.
- identifying what being part of a community means.
- appreciate the range of identities in the UK. - listen and respond respectfully.
- identify that differences and similarities between people arise from a number of factors.

Being healthy:

- explore what affects their physical, mental and emotional health.
- understand the concept and benefits of a balanced healthy lifestyle.
- identify how to make informed choices.
- understand what is included in a balanced diet.
- understand what may influence our choices.
- set goals

PE

- Have explored a variety of games.
- Have worked as part of a team.
- Have followed rules effectively.
- Have developed ball skills by throwing, catching, hitting and keeping possession.