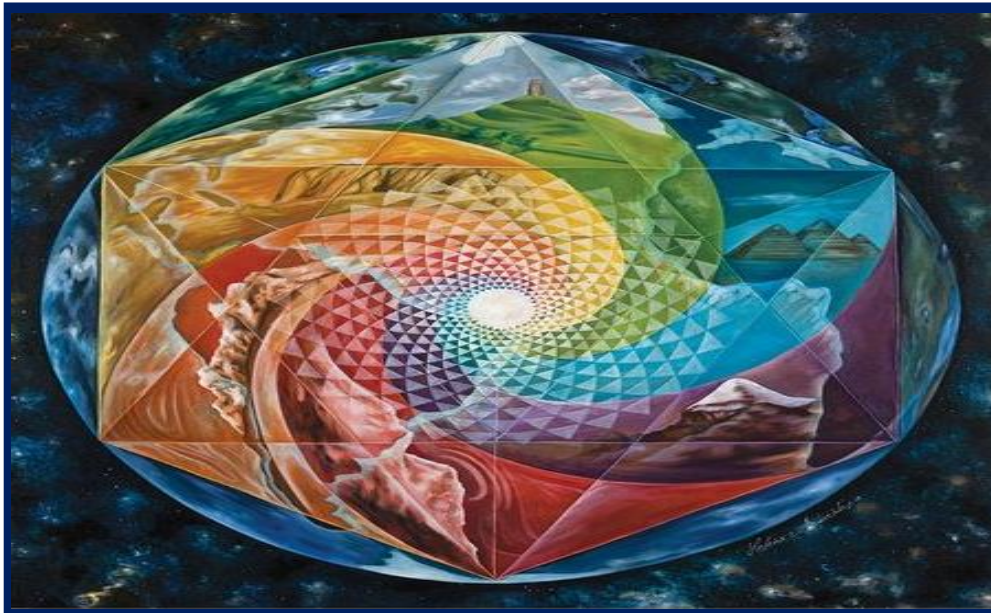


Are humans the perfect creation?



Impact

By the end of this unit, children will...

'We are not some casual and meaningless product of evolution. Each of us is the result of a thought of God.'
Pope Benedict

During this unit, children will investigate what life was like in Britain from the Stone Age to the Iron Age. They will explore and question how palaeontologists and archaeologists find out what the world was like millions of years ago. Children will also make use of a variety of historical sources to investigate how we can learn about history through pictures, reports, maps and artefacts. They will discover and explore how humans have evolved (homoerectus to homosapien) and why early humans travelled around the world to find new settlements.

Intent

It is our vision that the children of St. Mary's become advocates of improvement and change. Throughout this unit, they will investigate how humans and life have developed over time. They will recognise that God made humans in his own image and likeness providing them with unique skills and understanding. Our children will strive to use their gifts wisely to make the world a better place for all.

Building the Kingdom

Are humans the perfect creation?

Further questions to explore:

- Can we learn from history if it isn't written down?
- Has developing technology made the world better or worse?

Catholic Life Pledge:

(Common Good & Preferential Option for the Poor)
Trussell Trust – Food Bank & Christmas Card

Catholic Social Teaching

Human Dignity & The Common Good

We are beautifully made in the image and likeness of God and called to work for the good of each and of all.

'You, therefore, must be perfect, as your heavenly Father is perfect.' Matthew 5:48.

Core Subjects

English

During this term, pupils will write:

Main Text: Fantastic Mr Fox

- Setting and character description
- Diary writing
- Informal letter
- Recount

Main Text: How to Wash a Woolly Mammoth

- Instructions

Main Text: Stone Age Boy

- Informal letter
- Diary writing
- Information text
- Persuasive advert

Spelling: Adding suffixes beginning with vowel letters to words of more than one syllable, The /ɪ/ sound spelt y elsewhere than at the end of words, The /ʌ/ sound spelt ou, prefix -dis.

Skills focus: use prepositions to express time, place and cause and begin to use commas where required.

Maths

Place Value within 1,000

- Counting in 100s and 50s.
- Representing numbers to 1000.
- 100s, 10s and 1s.
- The number line to 1,000.
- Finding 1, 10 and 100 more or less.
- Comparing and ordering numbers to 1,000.

Addition and Subtraction

- Adding and subtracting 100s,
- Adding and subtracting a 3-digit number and 1s.
- Adding and subtracting a 3-digit number and 10s.
- Adding and subtracting a 3-digit and 2-digit number.
- Adding two 3-digit numbers.
- Subtracting a 3-digit number from a 3-digit number.
- Estimating answers and checking strategies.
- Problem solving – addition and subtraction.

Multiplication and Division

- Equal grouping
- Multiplying and dividing by 3, 4 and 8.
- Problem solving – multiplication and division.
- Understanding divisibility.

Foundation Subjects

History / Geography

Prehistoric Britain Children will explore and question how palaeontologists and archaeologists find out what the world was like millions of years ago. They will discover and explore dinosaurs, early man and Ice Age animals, as well as investigating what life was like in Britain from the Stone Age to the Iron Age.

- To introduce the definition and time scale of human prehistory.
- To find out about early humans and the Palaeolithic period.
- To find out about people who lived in the Mesolithic period.
- To find out how people lived in the Neolithic period.
- To find out about how people lived in the Bronze Age.
- To find out about how people lived in the Iron Age.

Art / Design technology

Prehistoric Britain (Art)

- To improve their mastery of art and design techniques, including drawing with a range of materials
- To improve their mastery of art and design techniques, including sculpture with a range of materials

Prehistoric Britain (D&T)

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Understand how key events and individuals in design and technology have helped shape the world

Music

PITCH

Melodies including intervals of at least up to 4th. Recognise when pitch goes higher/lower, rises/falls, ascends/descends. Read dot notation and begin to understand the lines and spaces of staff notation.

Computing

Coding

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Online Safety

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



Core Subjects

Science

Rocks, Fossils and Soils

Children will find out about different kinds of rocks and what they can be used for, explore a variety of soils and find out how they are formed, discover the fascinating world of fossils, as well as undertaking a variety of experiments to further their understanding.

Light and Shadow

Children will learn about how light travels, what shadows are, how the length and position of a shadow changes throughout the day and much more.

Religious Education

Belonging – We Gather as God’s Family:

This unit involves the children exploring the different groups to which they belong. Through the theme of belonging they will study the Sacrament of Baptism as a Sacrament of Belonging to the Church. They will also learn how Catholics celebrate their belonging to the Family of God through the Celebration of Mass.

Reconciliation:

This unit involves the children exploring human choices, the consequences of sin, Christ’s teaching on forgiveness and the Sacrament of Reconciliation.

Oracy

Begin to vary tone of voice for humorous or sad parts of a story telling.

Offer reasons for their opinions.

Use stem sentences to signal when they are building on or challenging others’ ideas.

Notice when someone has not contributed and invite them to speak.

Consider movement when addressing an audience.

Take on the challenger role in a small discussion.

Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. Listen to others and be willing to change their mind based on what they have heard e.g. opinion continuum.

Foundation Subjects

Physical Education

Fundamentals

Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others’ performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.

Dance

Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.

French

Je Peux et Phonétique (I Can and Phonetics)

RHSE/PHSE

- Module 1 Unit 1 Tell Zog Assessment activity
- Module 1, Unit 1, Session 1 (The Sacraments)
- Module 1 Unit 1 Tell Zog Assessment activity
- Module 1, Unit 2 All different: All loved Assessment
- Module 1, Unit 2, Session 1 (We don't have to be the same)
- Module 1, Unit 2, Session 2 (Respecting our bodies)
- Module 1, Unit 2, Session 3 (What is puberty Y4)
- Module 1, Unit 2, Session 4 (Changing Bodies Year 4)
- Module 1, Unit 2 All different: All loved Assessment
- Module 1, Unit 3 My feelings Assessment
- Module 1, Unit 3, Session 1 (What am I feeling?)
- Module 1, Unit 3, Session 2 (What am I looking at?)
- Module 1, Unit 3, Session 3 (I am thankful)
- Module 1, Unit 3 My feelings Assessment