

English

We will:

- become authors, writing our own imaginative stories based on settings with which we are already familiar
- make leaflets advertising a Stone Age Safari Park
- write descriptive poetry about Ice Age animals
- also continue to consolidate our phonics work, along with learning the spelling, punctuation and grammar for Years 2 and 3

Maths

We will:

- develop our depth of understanding through the use of concrete objects and pictorial representations
- increase our knowledge of number and place value
- develop our calculation skills in addition, subtraction, multiplication and division
- continue to develop our recall of number facts, including beginning to learn our times tables

Art, Music, DT

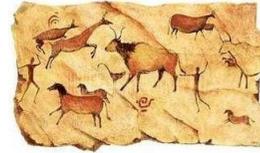
We will:

- experiment with using natural materials for painting and drawing to produce our own 'cave paintings'
- use clay to make beads and pots
- explore using natural, found objects to produce sound and rhythm

Science

We will:

- compare and group different rocks as well as finding out about how fossils are formed
- make our own representations of different types of rocks using chocolate
- look at different materials used by Stone Age and Iron Age people and how the material's properties suited the use to which it was put.



Britain from Stone Age to Iron Age



Chestnut Class
Autumn Term 1
2018-19



History

We will:

- find out about life in the Stone Age and Bronze Age—where people lived, what they wore and what they ate
- investigate historical artefacts—what they tell us about life in the past
- visit Stony Littleton Longbarrow to see what we can find out from the site about how ancient Britains

PE/Forest School

We will:

- explore strategies, tactics and teamwork in invasion games
- make charcoal and natural paints

Computing

We will:

- create digital content using publisher
- record sounds and rhythms

RE ~ Christianity

We will:

- explore why the Bible is so important for Christians today

PSHE

We will:

- explore what it means to be 'me living in my world'