

Ancient Britons

Big Question: How have people changed over time and how have they stayed the same?

Teaching of Reading Texts:

Stig of the Dump (Clive King)

A Street Through Time (Steve Noon)

Wolf Brother (Michelle Paver)

<p>English: Writing to inform</p> <p>Instructions</p> <p>Non-chronological reports</p> <p>Explanation</p>	<p>Maths:</p> <p>Addition and subtraction – formal methods</p> <p>Multiplication and division (informal)</p>
<p>Science:</p> <p>Rocks – classification and characteristics</p> <p>Fossil formation</p>	<p>RE: L2.2</p> <p>What is it like for someone to follow God?</p>
<p>History (focus):</p> <p>Britain – Stone Age to Iron Age</p> <p>Timeline Palaeolithic to Iron Age</p> <p>Analysis of sources – sites, artefacts and writings</p>	<p>Art:</p> <p>Natural art materials – charcoal, clay, chalk</p> <p>Representative art – cave paintings, figurines</p> <p>Study and reproduce historic art</p> <p>D&T:</p> <p>Stiffening fabrics</p>
<p>Computing:</p> <p>Digital Art</p> <p>Document creation</p>	<p>Music:</p> <p>Timbre</p>
<p>PE:</p> <p>Dance</p> <p>Object to perform a dance using a range of movement patterns. Topic based. A.S.D.R.</p>	<p>MFL</p> <p>L’ancienne histoire de la Grande Bretagne</p> <p>Ancient Britian</p> <p>Timelines</p> <p>I live</p> <p>I am</p> <p>I have</p>
<p>Curriculum Drivers</p> <p>Growth: Self-expression through art – what did the first artists want to tell us?</p> <p>Possibilities (inc. possible linked careers): Past lives and future possibilities – what jobs have disappeared and what might be needed in the future</p> <p>Mindfulness: First societies facing big questions</p> <p>Community: Where do our communities come from and how have they formed?</p>	<p>Experiences / Trips:</p> <p>Collaborative cave painting – create a cave mural using natural colourings and tools in the hall</p>