**History**

Stone Age to the Iron Age

- To know how people lived during the Palaeolithic (Old Stone Age) and the Mesolithic (Middle Stone Age) age.

- To know that farming began during the Neolithic Age.

- Know that the Bronze Age began when people learned how to make objects from bronze.

- Study Stonehenge and know it is a prehistoric monument built over 5000 years ago.

- To know the Iron Age started around 800 BCE when people learned how to make objects out of iron.

**P.E: Hockey**

- Develop understanding of various invasion games.

- Perform attacking and defending principles in games.

**Latin**

To develop an understanding of how lots of the English language originates from Latin.

**Maths**

Maths

* Place value
* Partitioning
* Working with numbers on a number line.
* Roman numerals to 100.
* Adding and subtracting

We will continue to practise our 2, 3, 4, 5, 8 and 10 times tables while learning the 6’s.

**Visit**

Next half term.

**Geography**

Spatial Sense

- To know what a compass is and why they are important.

- To know that symbols give us information about locations on a map.

- To know grid references help us to locate places on a map.

- To identify physical and human similarities and differences between two locations.

**R.E**

What is My Duty and How Do I Know?

By the end of this unit, pupils should better understand Sikh perspectives on duty and service and how these relate to historical context and Sikh sources of authority.

The children will be focusing on how:

* Sikhs follow Sikhi and believe in Waheguru
* Sikhs aspire to become gurmukh (God-centred)
* The teachings of the gurus, including the Guru Granth Sahib, help Sikhs achieve gurmukh
* Sikhs can fuilfil their duty through treating everyone as equal and performing sewa
* Sikhs can fulfil their duty in a variety of ways; this will be affected by context

**PSHE: Where do I belong?**

Learning the different rules for different places, including why we have these. To become aware of how to build positive relationships with others and who is in our support network. To know how to make ours feel valued.

**Music**

Develop an understanding of the sounds of rock and roll. Use rhythmic patterns in a verse/chorus structure.

**Art: Line**

To know how to use line and the weight of line to create art. Study how artists (including Hokusai) use line in different ways. To know the art of printing.

**Science**

The Human Body

* Know that we control our voluntary muscles, but not our involuntary muscles.
* Know that bones help us move and protect some parts of our bodies.
* Know that the brain is the centre of the nervous system.
* Know that animals get nutrition from what they eat.
* To describe the simple functions of each part of the digestive system.

**English**

Fiction – Stig of the Dump

We will be reading this text linked to our History this half term. We will be learning to develop our narrative writing by practicing the use of various skills to build our level of detail and awareness of the reader.

Non-fiction – Biography about Clive King (author of Stig of the Dump)

We will be reading an informative biography that will model how to write in the style of a biography. Children will learn how to present their factual information in a precise way that informs and also interests the reader.

Punctuation, Grammar and Spelling

This half term, we will be learning to consolidate our learning of different sentence types (simple, compound and complex), and what skills are required in order to apply those in writing. Children will also be using adjectives, and paragraphs to write in a developing structured and detailed way.

**Neptune Autumn 1**

**Computing and Digital Citizenship.**

To develop our understanding of digital devices, with a focus on inputs, processes and outputs. To compare digital and non-digital devices, before understanding computer networks including infrastructure devices such as routers and switches.