

Our Curriculum of Hope



Twineham CofE School

Nurture Togetherness Resilience Creativity



| Outcomes | Texts | Curriculum intent |
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| <ul style="list-style-type: none"> Plan, write and edit their own portal stories about transporting to the Stone Age Create character description and recounts based on The First Drawing text. Write a set of instructions about how to wash an animal from the Stone Age. Understand when the Stone Age was and what life was like. Create their own cave paintings. Know the changes that took place between the Palaeolithic, Mesolithic and Neolithic periods. | <p>The First Drawing - Mordicai Gerstein Stone Age Boy - Satoshi Kitamura How to wash a woolly mammoth - Michelle Robinson</p> | <p>Children will learn about the 3 different periods of the Stone Age (Paleolithic (or Old Stone Age), Mesolithic (or Middle Stone Age), and Neolithic (or New Stone Age), and know where they fit in British history. Children will learn how early man survived in a harsh environment and identify the big changes that came in the Neolithic period and the impact they had on life in Britain. Children will explore the case study of Skara Brae to learn about how people in Neolithic times lived.</p> |
| Key vocabulary | Year 3 and 4: Willow Class (Autumn 2022) | Our School Values |
| <p>Chronological, neolithic, stone age, tools, past, Skara Brae, ancestors, Mastodon, Smilodon, woolly mammoth, million, dire wolf, woolly rhinoceros, evolve, extinction, prehistoric, palaeolithic, mesolithic, BC/BCE/AD, period, archaeologists, excavating, tools, caves, hunters, gatherers, stone, wood, bone, nomads, deer, bison, flint, cave painting, pigment, ochre, charcoal, agriculture, farming, settlement.</p> | <p>Inquiry Question: How did the Stone Age influence modern Britain? Concepts: The past</p> | <p>Nurture: Understanding how my actions affect other people and suggesting ways that we can have a positive impact on other people. Togetherness: How do Christians show that reconciliation with God and other people is important? Resilience: Set targets and improving on previous lap scores in long distance running. Creativity: Use different mediums to create cave paintings. Take part in a Stone Age day.</p> |

| Credibility: what will we learn? | Creativity: how will we show our understanding in multiple ways? | Coherence: connections to past and future learning | Compassion: empathy and understanding | Community: local, national and global links |
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| <ul style="list-style-type: none"> -Write a portal story set in the Stone Age. -Write character descriptions and diary entries in role as a character from a story. -Have an understanding of place value (4 digits, Year 4 and 3 digits, year 3) and begin to learn strategies for addition and subtraction. -Building stamina with long distance running. -Swim confidently and use a range of strokes effectively. | <ul style="list-style-type: none"> -Develop an understanding of musical composition, organisation and manipulating ideas to create their own ballads. - Know how art and design reflects and shapes our history. -Understand how art is used as a secondary source to understand events from the past. -Create their own versions of cave paintings using similar techniques from the Stone Age. | <ul style="list-style-type: none"> -Develop a chronological understanding of events from the past. -Later in the year we will be learning about the Romans where we will be able to relate our chronological understanding of the past. | <ul style="list-style-type: none"> -Offering a safe space for children to discuss issues relating to relationships, health and sex education. -Understand what life was like for people in the Stone Age. - Exploring aspects of Christianity related to reconciliation. | <ul style="list-style-type: none"> -Learn basic phrases in French and explore the French culture. -Supporting the community through our Harvest Festival. |

