

Gatekeeper Curriculum Plan Spring term 2021 – Hunter-gatherers

Our topic	Our learning	Aspects of the National Curriculum we will cover	Questions we might answer	Books we may read	Ways we might enrich our learning further
Hunter-gatherers	As scientists, we will examine archaeological evidence from Stone Age settlements.	<p>Identify and compare the suitability of a variety of everyday materials for particular uses</p> <p>Find out about how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Identify that animals, including humans, cannot make their own food; they get nutrition from what they eat</p>	<p>What was 'new' in the Stone Age?</p> <p>What was life like in the Stone Age?</p> <p>How did humans get their food and what did they eat?</p>		<p>Watch 'The Croods'</p> <p>Taste some traditional French food.</p>
	As explorers we will imagine what it was like to live in Stone Age times.	<p>Describe and understand the human and physical features of Stone Age settlement sites.</p> <p>We will draw comparisons between the past and our lives today.</p>	<p>Have humans always lived in Britain?</p> <p>What did our landscape look like in Stone Age times?</p>		
	As technicians, we will learn about coding.	Design, write and debug programs that accomplish specific goals through the use of programs like Scratchjr.	What do we mean by 'programming language'?		
	As part of RSE, we will learn about our self-image and how our behaviours impact on	<p>The importance of sleep, healthy eating, hygiene and exercise.</p> <p>Caring friendships and safe and unsafe feelings.</p>	<p>What are our basic needs?</p> <p>Is my fun, fun for everyone?</p>		

	others perceive us.	Challenge gender and other stereotypes and promote positive expectations and aspirations regardless of gender and explore self-image.	Who could read this book? Why do we think this?		
	In R.E, we will develop our understanding about Christianity and Buddhism	To learn more deeply about the Christian celebration of Easter.  To reflect on Buddhist practices and make comparisons with the Christian faith.	Why do Christians call the day Jesus dies 'Good Friday?'  What difference does being a Buddhist make to daily life?		
	As musicians, we will look at evidence of music in the Stone Age	To create and choose sounds for a specific effect. To begin to join simple layers of sound. To explore and comment on the ways sounds can be used expressively.	What did pre-historic music sound like?		
	As artists, we will look at how art was and is used as a method of communication.	Use the environment and other sources to search for recording, rubbing, printing and analysing.  Awareness of natural and man-made forms.  Use drawing and sketching to work out ideas and communicate.	Why did Stone Age people create cave paintings?		
	As linguists, we will learn some more French.	listen attentively to spoken language and show understanding by joining in and responding  appreciate stories, songs, poems and rhymes in the language	What are traditional French foods?		
	As mathematicians we will be looking at division,	To recall division facts for the multiplication tables known. To divide with and without remainders.	Why do we partition 96 in different ways depending on the divisor?		

	<p>statistics, shape and fractions.</p>	<p>To make and interpret tally charts, pictograms, tables and bar charts.</p> <p>To recognise and describe properties of 2D and 3D shapes.</p> <p>To look at unit and non-unit fractions and find fractions of amounts.</p>	<p>What can you find out from this pictogram?</p> <p>Which shapes can we make using straws and playdough?</p> <p>Can you shade one quarter in different ways? How do you know that you've shaded one quarter?</p>		
	<p>As writers we will be learning about the Stone Age through fiction, poetry and non-fiction texts.</p>	<p>Use conjunctions (and, but, when, if, because) to join simple sentences and add sub-ordinate clauses.</p> <p>Use and distinguish between past and present tense.</p> <p>Use different forms of punctuation.</p> <p>Use sentences with different forms: statement, question, exclamation and command.</p> <p>Use <i>a</i> or <i>an</i> according to whether the next word begins with vowel/ consonant.</p> <p>Use fronted adverbials and expanded noun phrases.</p>	<p>Is it really possible to communicate with people who speak a different language to you?</p> <p>How does the author use words to help create a picture in our minds of life at that time?</p> <p>How would you describe this story?</p>		