

OBJECTIVE	MILESTONE INDICATORS	BASIC ACTIVITIES	ADVANCED ACTIVITIES	DEEP ACTIVITIES	RESOURCES
Understand when the Stone Age was	<p><b>History</b></p> <p><b>Milestone 2</b></p> <p>To investigate &amp; interpret the past: Use evidence to ask questions &amp; find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	Order the 3 periods: Palaeolithic, Mesolithic & Neolithic; & match the dates.	Describe the 3 periods of the Stone Age Palaeolithic, Mesolithic & Neolithic.		IW time line template, events & dates, Stone Age Boy, IW PowerPoint
Research Stone Ages homes	<p>Suggest causes &amp; consequences of some of the main events &amp; changes in history. To build an overview of world history: Give a broad overview of life in Britain from ancient to medieval times.</p>	Draw & describe the 4 different homes.	Explain how the different homes were built & why.	Choose 1 home to research (where, when, how built etc.).	IW PowerPoint, comp suite, wksht, Stone Age Boy
Describe life in the Stone Age	<p>Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes &amp; experiences of men, women &amp; children. To understand chronology: Place events, artefacts &amp; historical figures on a time line using dates.</p>	Design a Stone Age menu.	Describe & draw clothes, food & tools.	Describe & draw the making of clothes, food & tools.	IW PowerPoint, comp suite, wksht, Stone Age Boy
Visits to Forest School	<p>Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates &amp; terms to describe events.</p>	Recount of visits - linked to writing			
Perform class assembly: The Stone, Bronze & Iron Ages	<p>To communicate historically: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change &amp; chronology. Use literacy, numeracy &amp; computing skills to a good standard in order to communicate</p>	See Milestone indicators below - linked to music, PE & communication.			

<p>Research Stonehenge</p> <p>Appreciate the details of Stonehenge</p> <p>Understand how Stonehenge was built.</p> <p>Construct a class Barrow</p>	<p>information about the past.</p> <p><b>Milestone 1</b> To investigate &amp; interpret the past Observe or handle evidence to ask questions &amp; find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources &amp; databases to find out about the past. Identify some of the different ways the past has been represented. To understand chronology Place events &amp; artefacts in order on a time line. Use dates where appropriate. To communicate historically Use words &amp; phrases such as: a long time ago, recently, when my parents/carers were children, years, decades &amp; centuries to describe the passing of time. Show an understanding of the concept of nation &amp; a nation's history.</p>	<p>With support, research given questions about Stonehenge.</p> <p>Construct a monument in the style of Stonehenge.</p> <p>Order &amp; label pictures of moving the stones.</p> <p>Work in a group building a model Barrow chamber</p>	<p>Research the physical &amp; geographical aspects of Stonehenge.</p> <p>Construct an accurate model of Stonehenge following instructions.</p> <p>Describe the moving of stones.</p> <p>Create a model Barrow using the chambers.</p>	<p>Hypothesise, then research the meaning &amp; significance of Stonehenge.</p> <p>Construct an accurate model of Stonehenge using own choice of materials &amp; pictures.</p> <p>Research &amp; describe the moving of stones.</p> <p>Research the chambers &amp; label the model.</p>	<p>Question post-its, pictures, masking tape</p> <p>Pictures, instructions, cheese puffs, wafer biscuits, icing, clay, trays</p> <p>IW pictures &amp; maps, stones, clay, string, toys people, twigs / cane, earth / sand</p> <p>Pictures, clay, thick card, grass cuttings</p>
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<p>Create different textures &amp; tones</p> <p>Create a stone textured base</p> <p>Create my own paint</p> <p>Create cave paintings</p>	<p><b>Art &amp; Design</b></p> <p><b>Milestone 2</b></p> <p>To develop ideas: Develop ideas from starting points throughout the curriculum. Collect information, sketches &amp; resources. Adapt &amp; refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. To master techniques-painting: Use a number of brush techniques using thick &amp; thin brushes to produce shapes, textures, patterns &amp; lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. To master techniques-drawing Use different hardness of pencils to show line, tone &amp; texture. Annotate sketches to explain &amp; elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light &amp; shadow. Use hatching &amp; cross hatching to show tone &amp; texture.</p> <p><b>Milestone 1</b></p> <p>To develop ideas Respond to ideas &amp; starting points. Explore ideas &amp; collect visual information. Explore different methods &amp; materials as ideas develop.</p>	<p>Use different pencils &amp; brushes to produce tones &amp; textures.</p> <p>Mix paint to achieve desired colours.</p> <p>Create a cave painting with a Stone Age subject.</p>	<p>Use different textures &amp; tones within artwork.</p> <p>Use sand to achieve desired textures.</p> <p>Experiment with different methods for making paints.</p> <p>Create a cave painting in the style of the original cave paintings.</p>	<p>Use different textures &amp; tones in the style of cave paintings.</p> <p>Apply a wash to create texture &amp; tone.</p> <p>Assess the effectiveness of different methods of paint making.</p> <p>Use tools &amp; paints to create textures &amp; tones in the style of the original cave paintings.</p>	<p>Stones, paint, brushes, ICT suite, aprons, gathered natural materials, chalk, crayon, oil, PVA glue, charcoal, feathers, prepared cave walls, wkshts, card, sand, paint, IW <a href="#">Lascaux on the IWBO</a> IW pictures of cave paintings, Hb pencils, brushes, black paint</p>
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	<p>To master techniques-painting Use thick &amp; thin brushes. Mix primary colours to make secondary. Add white to colours to make tints &amp; black to colours to make tones</p> <p>To master techniques-drawing Draw lines of different sizes &amp; thickness. Colour (own work) neatly following the lines. Show different tones by using coloured pencils.</p>				
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<p><b>Milestone 2</b></p> <p><u>Music</u> To perform: Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Perform with control &amp; awareness of others.</p>	<p><b>Milestone 2</b></p> <p><u>Communication</u> To speak with clarity: Use verbs with irregular endings. Use intonation to emphasise grammar &amp; punctuation when reading aloud.</p>	<p><b>Milestone 2</b></p> <p><u>PE</u> Dance: Plan, perform &amp; repeat sequences. Move in a clear, fluent &amp; expressive manner. Refine movements into sequences. Create dances &amp; movements that convey a definite idea. Change speed &amp; levels within a performance. Develop physical strength &amp; suppleness by practising moves &amp; stretching.</p>	<p><b>Milestone 1</b></p> <p><u>Music</u> To perform: Take part in singing, accurately following the melody. Follow instructions on how &amp; when to sing or play an instrument. Make &amp; control long &amp; short sounds, using voice &amp; instruments. Imitate changes in pitch.</p>	<p><b>Milestone 1</b></p> <p><u>Communication</u> To speak with clarity: Speak in a way that is clear &amp; easy to understand.</p>	<p><b>Milestone 1</b></p> <p><u>PE</u> Dance: Copy &amp; remember moves &amp; positions. Move with careful control &amp; coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea.</p>
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