



Core links through the curriculum.

**Captain
Caveman**

Basic Skills

Key texts	Writing opportunities	Reading opportunities	Numeracy opportunities
<ul style="list-style-type: none"> Stig of the Dump Stone Age Boy Stone Henge 	Retelling the story of Skara Brae/report about Skara Brae Stig of the Dump, diary entries Stone Age boy Historical writing. Information texts about stone age to bronze age.	Opportunity for class read – Stig of the Dump Answering questions about Stone Age Boy Stone Henge – look at how non-fiction books are structured	Themed Stone Age problems Money

Real World Applications

Using Technology	Application of skills
E-Safety and using search engines for reliable information.	Finding information researching Stone Henge

Citizenship

Modern Britain	SMSC	Enterprise
Democracy Rule of law Gender roles Changes in law between different societies Individual Liberty Respect and tolerance;	Ages of man Visit to East Riding museum in Hull. Religion within the Stone Age Treasure House Rules Investors in pupils Class promise Class councillor How society has developed Class reward Names Individual targets	Learning about bartering and tools being valuable Evolution of money Set up a class budget

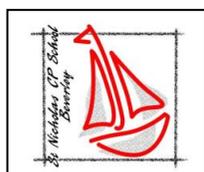


<p align="center"><u>Digital Literacy</u> Publisher booklet about Skara Brae Combining words and pictures</p>	<p align="center"><u>E communication and collaboration</u> Research Stone Henge</p>	<p align="center"><u>Computer Science</u></p>
<p>KS2 Computing Curriculum Objectives</p>		
<p>The child can use a range of programs on a computer. The child can use a range of software on laptop or tablet computers with some degree of independence. Software might include video editing, diagnostic tools, email clients, videoconferencing (with the teacher or another adult), survey design software, spreadsheets and presentation software.</p>	<p>The child can use digital technology safely and show respect for others when working online. The child should know that they need to keep themselves safe when using digital technology. E.g. They should show respect for others when filming and should not normally post videos online. They should take care when using the Command prompt and should treat links and attachments in emails with caution. If responding to online surveys, they should do so anonymously, thinking carefully about information they give out.</p> <p>The child can decide whether a web page is relevant for a given purpose or question. The child can form a judgement about whether a web page is appropriate for finding out the answer to a question they have or for a given purpose.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p align="center">Create and debug simple programs</p> <p>Recognise common uses of information technology beyond school</p>

Classroom Monitor Objective	Expected Indicators	Exceeding Indicators
<p><u>Digital Literacy</u></p>		
<p align="center">C.3.1.1. Select, use and combine a variety of software (including internet services) on a range of digital devices</p>	<p>The child can use a range of software on laptop or tablet computers with some degree of independence. Software might include video editing, diagnostic tools, email clients, videoconferencing (with the teacher or another adult), survey design software, spreadsheets and presentation software.</p>	<p>The child can use multiple programs on laptop or tablet computers to achieve particular goals. E.g. They might create a presentation and then email this to a classmate; create a survey using a survey design application, analyse the results in a spreadsheet and then make a presentation about their findings.</p>
<p align="center">C.4.1.1. Select, use and combine a variety of software (including internet services) on a range of digital devices.</p>	<p>The child can use and combine a range of programs on a computer. The child can use multiple programs on laptop or tablet computers to achieve particular goals. E.g. They might record audio and then use this as samples in a composition; create HTML content in a text editor and preview it in a browser; analyse data in a spreadsheet and then create a presentation to show the results of their analysis.</p>	<p>The child can use and combine a range of programs on multiple devices. The child can use multiple digital devices (such as tablets and laptops or digital cameras and laptops) to achieve particular goals. The devices might include web servers, allowing them to use cloudbased applications. E.g. They might use portable audio recorders to collect audio samples and then laptop-based sequencing software to use these in their own composition; a laptop text editor and a web server to create and host a web page; a digital weather station and a laptop spreadsheet program to collect and record weather data.</p>

<u>E communication and collaboration</u>		
C.3.1.1. Use technology safely, respectfully and responsibly.	The child can use digital technology safely and show respect for others when working online. The child should know that they need to keep themselves safe when using digital technology. E.g. They should show respect for others when filming and should not normally post videos online. They should take care when using the Command prompt and should treat links and attachments in emails with caution. If responding to online surveys, they should do so anonymously, thinking carefully about information they give out.	The child can demonstrate that they can act responsibly when using computers. The child can demonstrate that they act responsibly when using computers. E.g. They should contribute positively to online communities, if allowed to do so, observing the terms and conditions. They should take care when filming others and should not post videos of others online. They should treat links and attachments in emails with caution. If responding to online surveys, they should do so anonymously, thinking carefully about information they give out. (E.g. In 3.1 and 3.2, contribute positively to the Scratch community,
C.3.1.4. Be discerning in evaluating digital content.	The child can decide whether a web page is relevant for a given purpose or question. The child can form a judgement about whether a web page is appropriate for finding out the answer to a question they have or for a given purpose.	The child can decide whether digital content is relevant for a given purpose or question. The child can form a judgement about whether a web page or other digital content is appropriate for finding out the answer to a question they have or for a given purpose.
C.3.2.1. Use search technologies effectively.	The child can search for information within a single site. The child can use browser-specific tools (e.g. the Find command) and site-specific tools (such as the search tools for Wikipedia or YouTube) to locate particular information on a web page or within a website.	The child can use a standard search engine to find information. The child can use a common search engine (such as Google with safe search mode locked in place) effectively to search for particular information on the web.
C.4.1.1. Use technology safely, respectfully and responsibly. C.4.1.4. Be discerning in evaluating digital content.	The child can demonstrate that they can act responsibly when using computers. The child can act responsibly when using computers. E.g. They should act responsibly when developing computer games or prototype products. They should behave responsibly when using sampled music or creating a composition. They should show responsibility when creating or remixing online content, including observing copyright and any terms and conditions. They should contribute positively to a shared wiki. The child can decide whether digital content is relevant for a given purpose or question. The child can form a judgement about whether a web page, such as a Wikipedia article, or other digital content is appropriate for finding out the answer to a question they have or for a given purpose.	The child can demonstrate that they can act responsibly when using the internet. The child can act responsibly when using the internet. E.g. They should act responsibly in participating in an online community, such as the Scratch community, if they are allowed to use this. They should show responsibility when creating or remixing online content, including observing copyright and any terms and conditions. They should contribute positively to a shared wiki and/or Simple Wikipedia. The child can decide whether digital content is reliable and unbiased. The child can discuss whether particular content, such as a Wikipedia article or a page in a class wiki, is reliable and whether it has been written from a neutral point of view. They should be able to spot some examples of bias in digital content.
C.4.2.1. Use search technologies effectively.	The child can use a standard search engine to find information. The child can use a common search engine (such as Google with safe search mode locked in place) effectively, to search for particular information on the web, such as answers to questions they identify in a research project.	The child can use filters to make more effective use of a standard search engine. The child can use a common search engine (such as Google with safe search mode locked in place) effectively, to search for particular information on the web, such as answers to questions they identify in a research project. They should use built-in search tools to filter their results, such as by time, location or reading level.
<u>Computer Science</u>		
C.3.3.1. Use logical reasoning to explain	The child can explain a simple, sequencebased algorithm in their own words. The child can give an explanation for a simple algorithm based on a sequence of instructions. The algorithm could	The child can explain an algorithm using sequence and repetition in their own words. The child can give an explanation for a simple algorithm based on a sequence of instructions

how some simple algorithms work.	be one of their own, or a simple one with which they have been provided. The algorithms could be recorded graphically, e.g. as a storyboard.	with some repetition (either 'forever' or for a fixed number of times). The algorithm could be one of their own, or a simple one with which they have been provided. The algorithms could be recorded graphically, such as a storyboard, or in other forms, such as staff notation.
C.3.3.2. Use logical reasoning to detect and correct errors in algorithms and programs.	The child can use logical reasoning to detect errors in programs. The child can give well-thought-through reasons for errors they find in programs. Typically, the child can find errors by reasoning logically about the program code, but they might also be able to use logical reasoning to identify errors in programs when they are executed. The programs do not have to be written originally by the child.	The child can use logical reasoning to detect and correct errors in programs. The child can give well-thought-through reasons for errors they find in programs and explain how they have fixed these. The child can find and correct errors by reasoning logically about the program code, but they might also be able to use logical reasoning to identify errors in programs when executed and confirm that they have fixed these by testing the new version of their program. The programs do not have to be written originally by the child.
C.4.3.1. Use logical reasoning to explain how some simple algorithms work.	The child can explain an algorithm using sequence and repetition in their own words. Given an algorithm using both sequence and repetition, the child can give a coherent, logically reasoned explanation of what it does and how it works. Repetition is likely to be 'forever' or for a set number of times, although end conditions (e.g. repeat...until...) could be used.	The child can explain an algorithm using sequence, repetition and selection in their own words. Given an algorithm using sequence, repetition and selection, the child can give a coherent, logically reasoned explanation of what it does and how it works. Repetition is likely to be using end conditions (e.g. repeat...until...), and selection is likely to be simply if...then. The algorithm for a simple, multi-question arithmetic test might be a good example
C.4.3.2. Use logical reasoning to detect and correct errors in algorithms and programs.	The child can use logical reasoning to detect and correct errors in programs. The child can give well-thought-through reasons for errors they find in programs and explain how they have fixed these. The child can find and correct errors by reasoning logically about the program code; they might also be able to use logical reasoning to identify errors in programs when executed and confirm that they have fixed these by testing the new version of their program. The programs do not have to be written originally by the child.	The child can give reasons for errors in programs and explain how they have corrected these. The child can give well-thought-through reasons for errors they find in programs and can explain, again using clear and logical reasoning, how they have fixed these. The child can find and correct errors by reasoning about the program code without having to run the program.



<u>History</u>	<u>Geography</u>
<p>Understand some of the achievements of Stone age, Bronze age and Celtic people, eg use of tools, building of settlements. Look at Celtic hill forts, Stone age tools, Art work,</p> <p>Put periods of British History on a timeline, including the periods of the Stone age, Bronze age and iron age.</p> <p>Look at the differences between the old and new stone age. Eg housing, tools,</p> <p>Find out about the Stone age village of Skara Brae using different sources eg books and internet. Write a report about Skara Brae using research.</p> <p>Look at stone age, Bronze age and Celtic artifacts, and try to guess what they were used for by constructing questions.</p>	<p>Locate Skara Brae on a map, discuss reasons for this location.</p> <p>Look at where the celts built their hill forts and why.</p>

Classroom Monitor Objective	Expected Indicators	Exceeding Indicators
H.2.2.1. Develop chronologically secure knowledge and understanding of British, local and world history.	H.2.2.3. The child can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms. E.g. Sequence many of the main features of the Bronze and Iron Ages.	H.2.2.4. The child can sequence accurately the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms. E.g. Sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages.
H.2.1.1. Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth	H.2.1.3. The child can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. E.g. Recall a number of details about the Ancient Egyptians and their achievements	H.2.1.4. The child can describe the main context of particular themes, societies, people and events including some explanation. E.g. Identify and describe a range of people, events and developments throughout the Ancient Egyptian period.
H.2.3.1. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time	H.2.3.3. The child can make valid statements about the main similarities, differences and changes occurring within topics. E.g. Categorise changes into the different periods of the Stone Age.	H.2.3.4. The child can explain why certain changes and developments were of particular significance within topics and across time periods. E.g. Explain why some changes within the Stone Age were of particular importance

H.2.7.1. Understand how our knowledge of the past is constructed from a range of sources.	H.2.7.3. The child can recognise possible uses of a range of sources for answering historical enquiries. E.g. Use a range of different sources to reconstruct aspects of children's lives in different historical periods	H.2.7.4. The child can comment on the usefulness and reliability of a range of sources for particular enquiries. E.g. Show some discrimination in using a range of sources in explaining features of children's lives in different periods
H.2.6.1. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	H.2.6.3. The child can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. E.g. Plan a script for a radio play about the importance of a local Victorian celebrity and produce the script based on several different sources.	H.2.6.4. The child can devise independently significant historical enquiries to produce substantiated and focused responses. E.g. Plan for and debate why a particular local Victorian deserves a statue by presenting a case based on a range of evidence from a range of sources
G.2.4.1. Describe and understand key aspects of human geography, including: types of settlement and land use.	G.2.4.3. The child can identify and sequence a range of settlement sizes from a village to a city. The child can describe the characteristics of settlements with different functions, e.g. coastal towns. The child can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. (E.g. Using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar.)	G.2.4.4. The child can describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns. The child can describe the main land uses within urban areas and the activities that take place there. The child can describe the key characteristics of rural areas. (E.g. Using Google Earth, atlases and images, independently research several major cities in North and South America and suggest reasons why they are different and similar.)

PSHCE SEAL Theme 1. New Beginnings	RE
Lower KeyStage 2 Health and Wellbeing he/she can share personal successes and describe how they achieved them.	Lower KeyStage 2 Religious Knowledge he/she can ask important questions about religion and beliefs, making links between his/her own and others' responses.
Lower KeyStage 2 Health and Wellbeing he/she understands how and why they should keep themselves clean.	Lower KeyStage 2 Religious Knowledge he/she can identify the impact of religion on believers' everyday lives.
Lower KeyStage 2 Health and Wellbeing he/she can describe a variety of ways to stay safe in different environments. e.g. On the street, at school, on the internet etc..	Lower KeyStage 2 Religious Knowledge he/she can explore similarities and differences in how religion is expressed in different world religions.
Lower KeyStage 2 Health and Wellbeing he/she understands when it is necessary to seek help from others and who they can ask for that help.	Lower KeyStage 2 Religious Knowledge he/she can make links between values and commitments, and his/her own attitudes and behaviour.
Lower KeyStage 2 Relationships he/she understands that differences and similarities arise from a number of factors. e.g. Family, culture, religion, age, sex, etc.	Lower KeyStage 2 Religious Knowledge he/she can respond to questions that cause wonder, staying respectful to others' beliefs and ideas.
Lower KeyStage 2 Living in the Wider World. he/she understands his/her responsibilities at school.	Lower KeyStage 2 Religious Knowledge he/she can ask important questions about religion and beliefs, making links between his/her own and others' responses.
Lower KeyStage 2 Living in the Wider World. he/she follows the classroom and school rules and works as a role model to younger children.	
Lower KeyStage 2 Living in the Wider World. he/she understands how money plays a role in his/her own and other's lives.	
Lower KeyStage 2 Living in the Wider World. he/she can	

explain different ways to manage his/her money.	
Lower KeyStage 2 Living in the Wider World. he/she understands that our society has rules and laws which govern us.	

Objective	Activity
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<p>Lower KeyStage 2 Sculpture he/she can make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache.</p>	<p>Build a clay model of Stone age, following a plan</p>
<p>Lower KeyStage 2 Painting he/she can select the brush size and type depending on the task.</p> <p>Lower KeyStage 2 Independent Artist he/she can take responsibility for preparing, organising and clearing away his/her painting area.</p> <p>Lower KeyStage 2 Art in Context/History he/she can create images in the style of an artist from history.</p>	<p>Create a cave painting to show an element of Stone age life (eg hunting and gathering) Work on a sand background, draw and paint images on top.</p>
<p>Lower KeyStage 2 Developing/ Applying Ideas he/she can use a sketchbook to record his/her observations and develop ideas.</p> <p>Lower KeyStage 2 Drawing he/she can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral</p> <p>.Lower KeyStage 2 Drawing With pencil, he/she can use pressure to create hard and soft lines and use soft lines to plan a drawing.</p>	<p>Sketch Stone age, Bronze age and Celtic artefacts.</p>

Art and Design