

Puffins Curriculum meeting

Terms 1 and 2

Thursday 12th September 2024



Blackboys Church of England Primary School
Framfield Church of England Primary School
Proud members of the St Thomas à Becket Church of England Federation

Meeting aims

- Introduce the Puffins team
- Share curriculum and texts overview for the autumn terms.
- Provide further details regarding Terms 1 and 2 - timetable, knowledge organisers and homework menu
- Answer any questions.



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The Terms ahead

	Term 1 Stone Age	Term 2 Stone Age
English writing	Stone Age Boy Time-slip story Non-chronological report	Stig of the Dump Narrative Prequel Persuasive speech
English reading	The Iron Man	Midsummer Night's Dream (abridged)
Maths	Place Value; Addition and Subtraction	Multiplication and division
Science	Sc4/4.1 Sound	Sc4/4.2 Electricity
RE	Creation L2.1 What do Christians learn from the creation story?	People of God L2.2 What is it like to follow God?
History	What was life like in the Stone Age? Stone Age to Iron Age	Did life improve in the Iron Age? Stone Age to Iron Age



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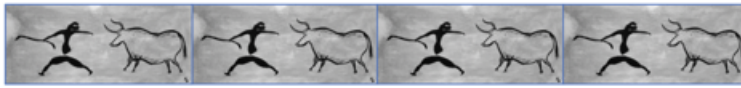
The Terms ahead

Geography		What was traded in the bronze age and iron age? Economic activity and trade. Focus on bronze age and iron age trade. <u>Doggerland</u> , Royal Geographical Society S of W Global Trade Shorter Unit
DT		Simple circuits and switch design
Art and Design	<i>Clay Vessels</i>	
Music	Listening and Composing STOMP: Junkyard Music	
	Children watch STOMP videos using different objects to create music. They have a go at exploring the sounds and rhythms they can create with the same objects.	Children take inspiration from the musical group STOMP and create a piece of music from everyday objects to represent a scene from Stig of the Dump.
PE	Invasion games; Net and Wall	Invasion games; Net and Wall
Computing	Connecting Computers	The Internet
PSHE	Being me in the World Y4	Celebrating Differences Y4
MFL	Greetings and Names	Family; Numbers; Age



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Puffins Curriculum Newsletter - Terms 1 and 2
2024

STONE AGE TO IRON AGE

Maths: This term, the children will be working on their place value, addition, and subtraction skills. We will also continue to build on our knowledge of multiplication and use all these skills to answer a variety of reasoning questions.

At the beginning of each week, we will hold a fun multiplication championship which will help the children improve their quick recall skills.

English:

Term 1

Writing - This term, our focus text for writing will be *Stone Age Boy* by Satoshi Kitamura. The children will learn to plan, write, edit and publish their own time-slip story and they will recap the features of non-chronological reports with a view to writing their own report that explains how to be a 'stone age' person.
Reading - Our primary text for controlled reading will be *The Iron Man* by Ted Hughes. We will be using the reading VIPERS prompts to support the children in developing their comprehension skills. VIPERS is an acronym for Vocabulary, Infer, Predict, Explain, Retrieve and Summarise. By now, all of the children will have come home with an individual reading book and record. Please, please try and hear your child read every day! Even if it is only for 5 minutes or one page in their book. It is widely documented that regular reading practice on a one to one basis significantly improves a child's reading ability and subsequently their success in all other areas of the curriculum. Please could you send your child's book and record into school every day so that we can use it to hear them read and monitor your comments!

It is our aim in school, to hear your child read at least twice a week, either within a small focus group situation, whole class or individually and we also have volunteer readers who will be listening to children read too. If you have an hour to spare, once a week, we would welcome and be very grateful for other volunteers in the class. Please speak to one of the Puffins team, if you are interested in this.

Spelling - We will continue with the Superhero Spellings scheme for Years 3 and 4 and the children will be bringing home ten words every Friday to learn and practise ready for a spelling assessment the following Thursday. These will also be reinforced in school every day.

Term 2

Writing - Our focus text for Term 2 will be *'Stig of the Dump'* by Clive King. The children will be learning the skills required to write a narrative prequel and will be using drama to entertain and perform an engaging speech to persuade the audience.

Reading - Our controlled reading text will be an abridged version of *A Midsummer Night's Dream* by William Shakespeare.

Spellings - as in Term 1.

Science: In Science lessons this term, we will be learning about sound. We will discuss how sound vibrations travel to our ear and how we can increase and decrease the level of sound. We will also discover that sound can travel through solids, liquids and gases. Children will plan, carry out and evaluate sound experiments using a variety of apparatus. Term Two will see the children continuing with their sound enquiry. They will discuss pitch, and plan further experiments to consolidate their knowledge.

History & Geography: The children are very excited to be learning about the Stone Age this term. Our enquiry question is, how did life change in Britain from the Stone Age to the Iron Age? The children will discover where the Stone Age sits on a timeline in relation to other events. They will also discover what life was like throughout the period and how it changed as time went by.

We would encourage the children to carry out their own research at home. A homework grid has been provided for you with suggestions of what they could do.

RE: Our key enquiry question for Term 1 is 'What do Christians learn from the Creation story?' The children will be using the Creation story from the Bible to explore the idea of God as creator and will be encouraged

to reflect, ask questions and discuss their own opinions and ideas. In Term 2, the children explore the question 'What is it like to follow God?' which will involve looking at the story of Noah, the symbol of the rainbow and understanding the concept of a covenant.

PSHE: Our Term 1 unit in PSHE is entitled 'Being Me in My World'. The children will learn what it means to be part of a team and a school citizen. We will be exploring the concept of democracy, what rights and responsibilities are and how rewards and consequences affect our choices and behaviours. In Term 2 our unit is entitled 'Celebrating Differences.'

Music: In music we will be focusing on the skills of listening and composing. The children will watch videos of the performance group STOMP and explore using different objects to create music. They will have a go at exploring the sounds and rhythms they can create with the same objects. Then in Term 2 they will compose and perform their own piece of music using everyday objects.

Art: Carrying on from our Stone age theme, this term the children will be studying cave paintings and early pottery. They will have the chance to design their own mural and make and decorate a pot.

PE: This term the children will be exploring invasion games. We are very lucky to have Wayne and his PE team visit us on a Monday and Mrs Cranston will lead the lesson on Wednesdays. Please could we ensure the children come to school in their correct kit and that they will be warm enough as the weather changes.

Computing: We will be exploring how digital devices work, how they are connected and how they help us. In Term 2, this is further developed with a focus on the internet, exploring the World Wide Web and precautions with online safety and websites.

MFL: This term we will be learning different greetings and how to say our name in French. In Term 2 our focus will be learning family names, the numbers 0-12 and how to say how old we are.

Homework: Maths homework will be sent home on Wednesday afternoons and should be returned to school for marking the following Monday.

English homework: Reading every day and spellings to be learnt every week - assessed on Thur, home on Fri. History/Geography topic grid: one task to be completed per term.



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Terms 1 and 2 Timetable

PUFFINS TERM 1 TIMETABLE	8:35 - 8:50	8:50 - 10:15	10:15 - 10:30	10:30 - 10:45	10:45 - 11:00	11:00 - 12:00	12:00 - 1:00	1:00 - 1:05	1:05 - 1:20	1:20 - 2:15	2:15 - 3:10	3:10 - 3:15
Monday	E A R L Y B I R D M A T H S	A S S E M B L Y	Maths	B R E A K	Spelling practice	English	L U N C H	M E D I T A T I O N	R E A D I N G	PE Wayne	History/ Geography	H O M E T I M E P R E P & S T O R Y
Tuesday			Maths		Spelling Sheets	English				Science		
Wednesday			Maths		Spelling Handwriting	English				PE	Art/ DT	
Thursday			Maths		Spelling Assessment	English				RE	French/ Music	
Friday			Maths		Spelling Intro.	English/ Reading Comp.				PSHE	ICT	

Please remember that the 'Active School's' scheme requires that the pupils come to school in full PE kit on Mondays and Wednesdays. Thank you.



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Number and Place Value

Key Vocabulary	3-Digit Numbers	10 and 100 More or Less
hundreds	256	Ten Less: 120, Ten More: 130
tens	Two hundred, fifty, six	One Hundred Less: 212, One Hundred More: 312
ones	200, 10, 6	212, 312, 412
zero		
place value		
greater than	Counting in 4s and 8s	
less than	0 4 8 12 16 20 24 28 32 36 40	
order	0 8 16 24 32 40 48 56 64 72 80	
more	Counting in 50s and 100s	
less	0 50 100 150 200 250 300 350 400 450 500	
partition	0 100 200 300 400 500 600 700 800 900 1000	
digit		

Terms 1 and 2

Stone Age to Iron Age

LKS2

Timeline	Key Vocabulary	Historical Skills Vocabulary
	<p>hunter-gatherer: A person who moves from place to place in search of food. Surviving by hunting, fishing and collecting berries, fruits and seeds.</p> <p>agriculture: Growing crops and keeping animals for food and materials (farming).</p> <p>settlement: A place where people live together in a community.</p> <p>tribe: A community of people, ruled by a leader, with shared traditions, ancestors and culture.</p> <p>monument: A building or structure which is important for learning about the past.</p> <p>migration: When people move to live in a different place.</p> <p>technology: Using knowledge to invent new devices or tools.</p> <p>prehistoric: From a time in the past before there were written records.</p>	<p>BC: Used to show that a date is before the year AD 1. This is counted backwards, so 200 BC is before 100 BC.</p> <p>AD: Used to show that a date is after the year AD 1. This is counted forwards, so AD 100 is before AD 200.</p> <p>archaeologist: A person who studies the past by excavating historical places and studying objects and remains.</p>
		<p>How Do We Know About Prehistoric Times?</p> <p>It is generally believed that the first written records available for British history are from Roman times so the periods before the Romans arrived in Britain are classed as being prehistoric.</p> <p>Archaeologists have been able to work out lots about what life was like in the Stone Age, Bronze Age and Iron Age using evidence from artwork, artefacts, monuments and also from animal and human remains.</p>

Sound

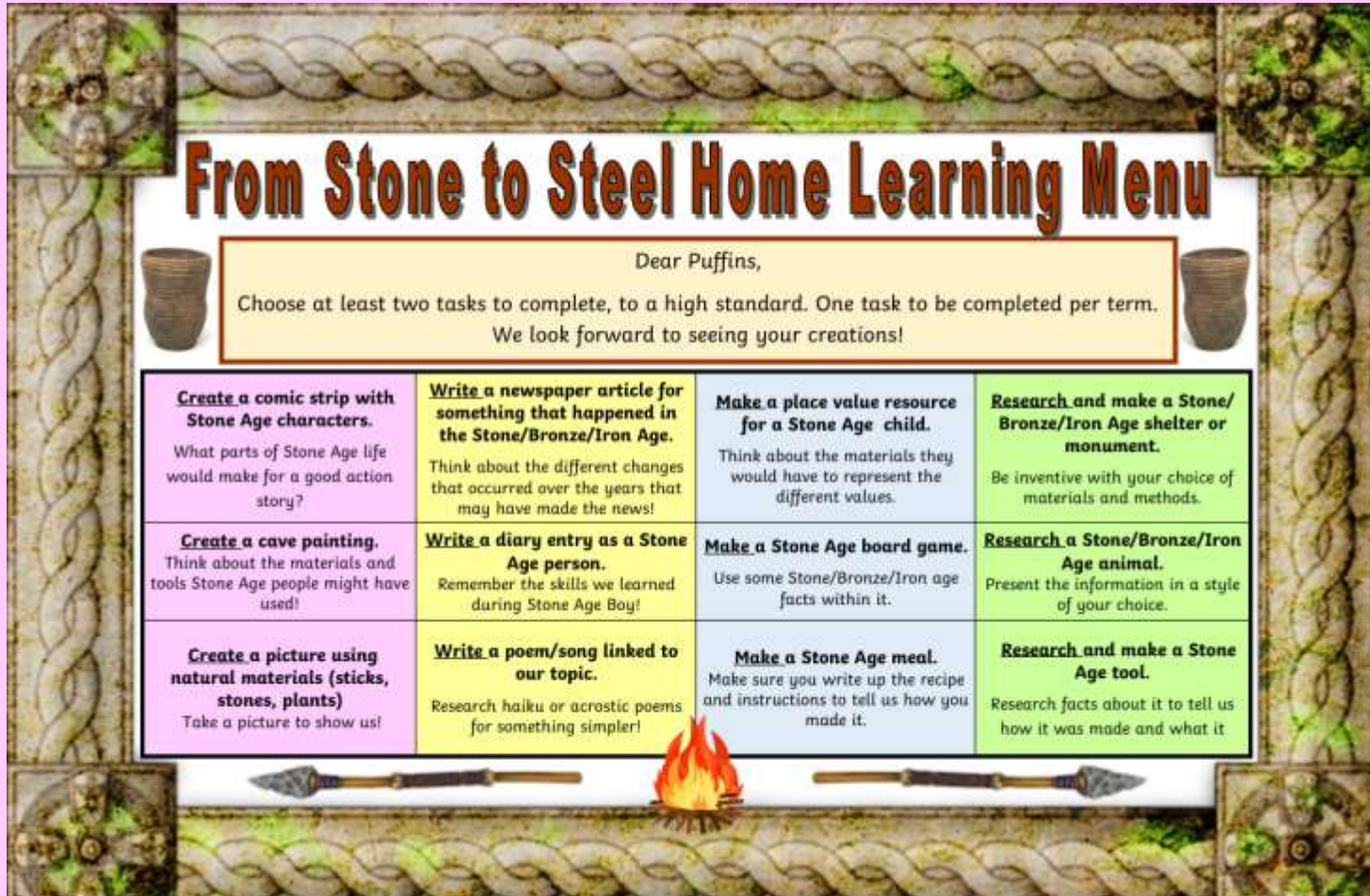
Year 4

Key Vocabulary	Key Knowledge
vibration : A quick movement back and forth.	Sound is a type of energy. Sounds are created by vibrations. The louder the sound, the bigger the vibration.
sound waves : Vibrations travelling from a sound source.	
volume : The loudness of a sound.	
amplitude : The size of a vibration. A larger amplitude = a louder sound.	
pitch : How low or high a sound is.	
<p>The size of the vibration is called the amplitude. Louder sounds have a larger amplitude, and quieter sounds have a smaller amplitude.</p>	<p>Pitch is a measure of how high or low a sound is. A whistle being blown creates a high-pitched sound. A rumble of thunder is an example of a low-pitched sound.</p>
<p>You can change the pitch of a sound in different ways depending on the type of instrument you are playing.</p> <p>For example, if you are playing a xylophone, striking the smaller bars with the mallet causes faster vibrations and so a higher pitched note. Striking the larger bars causes slower vibrations and produces a lower note.</p>	



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Terms 1 and 2 Homework Grid



From Stone to Steel Home Learning Menu

Dear Puffins,

Choose at least two tasks to complete, to a high standard. One task to be completed per term.
We look forward to seeing your creations!

<p>Create a comic strip with Stone Age characters. What parts of Stone Age life would make for a good action story?</p>	<p>Write a newspaper article for something that happened in the Stone/Bronze/Iron Age. Think about the different changes that occurred over the years that may have made the news!</p>	<p>Make a place value resource for a Stone Age child. Think about the materials they would have to represent the different values.</p>	<p>Research and make a Stone/Bronze/Iron Age shelter or monument. Be inventive with your choice of materials and methods.</p>
<p>Create a cave painting. Think about the materials and tools Stone Age people might have used!</p>	<p>Write a diary entry as a Stone Age person. Remember the skills we learned during Stone Age Boy!</p>	<p>Make a Stone Age board game. Use some Stone/Bronze/Iron age facts within it.</p>	<p>Research a Stone/Bronze/Iron Age animal. Present the information in a style of your choice.</p>
<p>Create a picture using natural materials (sticks, stones, plants) Take a picture to show us!</p>	<p>Write a poem/song linked to our topic. Research haiku or acrostic poems for something simpler!</p>	<p>Make a Stone Age meal. Make sure you write up the recipe and instructions to tell us how you made it.</p>	<p>Research and make a Stone Age tool. Research facts about it to tell us how it was made and what it</p>

Plus:

- TTRS
- Weekly Maths h/w (in on Mon)
- Weekly Spellings (assessed on Thu)
- Daily reading



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