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Subject	WK1	WK2	WK3	WK4	WK5	Consolidation week	By the end of the unit children will know…
History **What was life like in Prehistoric Britain?**	**New Core Knowledge** **Session 1: Understanding Time and Periods** I know that the Iron Age is the period closest to modern times out of the Stone, Bronze, and Iron Ages. I know that 5000 BC is further back in time than 2000 BC, AD 1, or AD 100. **Key Vocabulary** **BC** means "Before Christ." It's used for years before Jesus was born — a very, very long time ago. **AD** means **"Anno Domini,"** which is Latin for "In the year of our Lord." It's used for years after Jesus was born. An **Age** is a long period of time in history when people mostly used a certain kind of material to make tools, weapons, and other things. Each "Age" is named after the main material people used. **Revisiting Core Knowledge** Pre-test **Outline of Main Tasks** Timeline work—ordering events, understanding BC/AD, and placing the three Ages in sequence. Quick quiz: "Which is further back in time?"	**New Core Knowledge** **Session 2: Life in the Stone Age** I know that Stone Age dwellings were made from materials like stone, wood, and animal hides. I know that the Amesbury Archer was discovered near Stonehenge. **Key Vocabulary** **Settlement** – a place where people live. **Prehistory** – the time before written records. **Evidence** – information that shows what happened in the past. **Revisiting Core Knowledge** I know that the Iron Age is the period closest to modern times out of the Stone, Bronze, and Iron Ages. I know that 5000 BC is further back in time than 2000 BC, AD 1, or AD 100. **Outline of Main Tasks** Draw or build a Stone Age dwelling using natural materials or craft supplies. Look at images of the Amesbury Archer and discuss what the grave goods tell us about life. Group discussion: "What does this evidence suggest about Stone Age people?"	**New Core Knowledge** **Session 3: Archaeology and Evidence** I know that archaeological evidence can be incomplete or damaged, which makes it harder to understand the past. **Key Vocabulary** **Source –** evidence (Primary - from the time being studied. Secondary- created after the time being studied). **Reconstruction –** rebuilding or imagining what something looked like. **Revisiting Core Knowledge** I know that Stone Age dwellings were made from materials like stone, wood, and animal hides. I know that the Amesbury Archer was discovered near Stonehenge. **Outline of Main Tasks** Mystery bag activity: Give pupils fragments of "artefacts" and ask them to guess what they were. Compare a primary source photo (e.g., artefact) with a secondary source (e.g., textbook image). Create a reconstruction drawing of an object based on incomplete evidence.	**New Core Knowledge** **Session 4: Bronze Age Innovations** I know that bronze is made by mixing copper and tin. I know that bronze was better than stone for tools and weapons because it was stronger, easier to shape, and more durable. **Key Vocabulary** **Trade –** buying, selling, or exchanging goods. **Barter –** trading goods without using money. **Revisiting Core Knowledge** I know that archaeological evidence can be incomplete or damaged, which makes it harder to understand the past. **Outline of Main Tasks** Material comparison: Show pictures of stone vs bronze tools and discuss advantages. Role-play barter: Pupils trade items (cards or classroom objects) without money to understand exchange. Explain how bronze changed farming and hunting—pupils write or draw examples.	**New Core Knowledge** **Session 5: Iron Age Trade and Technology** I know that Iron Age people used coins to make trade easier because coins were small, easy to carry, and had agreed value. I know that Iron Age Britain exported goods like hunting dogs, cattle, and glass. I know that new materials and technologies in prehistoric Britain changed how people lived, worked, and traded. **Key Vocabulary** **Import –** bringing goods into a country. **Export –** sending goods to another country. **Trade –** buying, selling, or exchanging goods. **Revisiting Core Knowledge** I know that bronze is made by mixing copper and tin. I know that bronze was better than stone for tools and weapons because it was stronger, easier to shape, and more durable. **Outline of Main Tasks** Coin design task: Pupils design an Iron Age coin with symbols of value. Trade simulation: Groups "export" and "import" goods using cards labelled with Iron Age products. Create a mind map of how new technologies changed life in Britain.	"Prehistoric Britain Museum Project" Pupils create a mini "museum exhibit" that showcases what they've learned about the Stone, Bronze, and Iron Ages, including timelines, artefacts, and trade. **Timeline Wall** Pupils draw a timeline showing Stone Age → Bronze Age → Iron Age. Include key dates (5000 BC, 2000 BC, AD 1, AD 100) and label with Age, BC, AD, and Date. **Artefact Display** Each pupil chooses one artefact (e.g., Stone Age dwelling, bronze tool, Iron Age coin). Create a reconstruction drawing and write a short description using Evidence, Primary Source, and Secondary Source vocabulary. **Trade Table** Groups design a trade simulation: List goods to import and export (e.g., hunting dogs, cattle, glass). Explain how barter worked and why coins made trade easier. **Technology Impact Poster** Pupils create a poster showing how new materials (stone → bronze → iron) changed life. Include examples of farming, weapons, and settlements. Vocabulary Challenge Create a "museum glossary" where pupils define all key terms: Age, BC, AD, Date, Settlement, Prehistory, Evidence, Historian, Primary Source, Secondary Source, Reconstruction, Trade, Barter, Import, Export.	1. I know that the Iron Age is the period closest to modern times out of the Stone, Bronze, and Iron Ages. 2. I know that 5000 BC is further back in time than 2000 BC, AD 1, or AD 100. 3. I know that Stone Age dwellings were made from materials like stone, wood, and animal hides. 4. I know that the Amesbury Archer was discovered near Stonehenge. 5. I know that archaeological evidence can be incomplete or damaged, which makes it harder to understand the past. 6. I know that bronze is made by mixing copper and tin. 7. I know that bronze was better than stone for tools and weapons because it was stronger, easier to shape, and more durable. 8. I know that Iron Age people used coins to make trade easier because coins were small, easy to carry, and had agreed value. 9. I know that Iron Age Britain exported goods like hunting dogs, cattle, and glass. 10.I know that new materials and technologies in prehistoric Britain changed how people lived, worked, and traded. **Core Vocabulary** **Age –** A period in history (e.g., Stone Age, Bronze Age, Iron Age). **BC (Before Christ) –** Years before AD 1. **AD (Anno Domini) –** Years after AD 1. **Date –** A specific point in time. **Settlement –** A place where people live. **Prehistory –** The time before written records. **Evidence –** Information that shows what happened in the past. **Primary Source –** Evidence from the time being studied. **Secondary Source –** Information created after the time being studied. **Reconstruction –** Rebuilding or imagining what something looked like. **Trade –** Buying, selling, or exchanging goods. **Barter –** Trading goods without using money. **Import –** Bringing goods into a country. **Export –** Sending goods to another country.
Science **Rocks and Soils**	**Lesson 1: What Are Rocks Made Of?** **Core Knowledge revisit:** Pretest	**Lesson 2: Testing rock samples** **Core Knowledge revisit:** Rocks are formed from mixtures of minerals, other rocks, and	**Lesson 3: Fossils** **Core Knowledge revisit:** Some rocks are harder than	**Lesson 4: Meet the Palaeontologist** **Core Knowledge revisit:** Fossils can be found inside	**Lesson 5: Acid Rain and Rocks** **Core Knowledge revisit:** A palaeontologist is a scientist who studies fossils.	**Lesson 6: What is soil made from?** **Core Knowledge revisit:** Rocks can be damaged by acid rain	**Consolidation week** Rocks are formed from mixtures of minerals, other rocks, and organic materials. Rocks can be grouped according to their appearance.

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	New Core Knowledge: Rocks are formed from mixtures of minerals, other rocks, and organic materials. Rocks can be grouped according to their appearance. **Key Vocabulary: minerals – a chemical substance found in the ground.** **Main Task:** Children to be given a range of rocks to sort according to their appearance and structure.	organic materials. Rocks can be grouped according to their appearance. **New Core Knowledge**: Some rocks are harder than others. Some rocks can absorb water. **Key Vocabulary: permeable - a material which lets water pass through it.** **Main Task:** Children to be given a range of rocks to test for hardness using a nail and permeability using a water dropper	others. Some rocks can absorb water. **New Core Knowledge**: Fossils can be found inside some types of rock and are made from living things which died long ago. **Key Vocabulary: Fossil – the shape of plants, bones or shells that have been preserved in rock.** **Main Task:** Children will use a range of natural objects to create impressions in clay and compare these to actual fossils.	some types of rock and are made from living things which died long ago. **Core Knowledge:** A palaeontologist is a scientist who studies fossils. **Key Vocabulary: Palaeontologist – a scientist who studies fossils.** **Main Task:** Children will write a letter to a palaeontologist asking them about their work.	**Core Knowledge:** Rocks can be damaged by acid rain **Key Vocabulary: Acid Rain – rain which is acidic** **Main Task:** Children will observe the affect of acid on samples of rocks. Children will discuss the positive and negative affects of acid on rocks	**Core Knowledge:** Soil is made from a mixture of substances including leaves, rocks, sand and clay. **Key vocabulary: soil – the upper layer of earth.** **Main task:** Children will explore a range of soil samples before setting up a wormery to observe over the week.	Some rocks are harder than others. Some rocks can absorb water. Fossils can be found inside some types of rock and are made from living things which died long ago. A palaeontologist is a scientist who studies fossils. Rocks can be damaged by acid rain. Soil is made from a mixture of substances including leaves, rocks, sand and clay.
RE **Festivals: How do ancient stories influence modern celebrations?**	**Lesson 1: The Deeper Meanings of the Ramayana** **New Core Knowledge** The Ramayana is a sacred Hindu story. Rama and Sita's journey teaches values like loyalty and courage. **Revisited Core Knowledge:** Basic plot of Rama and Sita. Which religion? **Key Vocabulary:** **Ramayana** – An ancient Hindu story about Prince Rama. **Dharma** – A Hindu idea meaning duty or doing what is right. **Outline of Main Tasks** Create a storyboard showing key events and their meanings. Worksheet: Match story events to values like courage or loyalty.	**Lesson 2: Diwali in India and the UK** **New Core Knowledge** Diwali celebrates light overcoming darkness. It is celebrated in different ways around the world. **Revisiting Core Knowledge** Rama and Sita's return and its link to Diwali. **Key Vocabulary** **Diwali** – A Hindu festival of lights. **Tradition** – A way of doing something that is passed down over time. **Outline of Main Tasks** Use a Venn diagram to compare Diwali in India and the UK. Identify shared and unique traditions. Revisit Geography links	**Lesson 3: Learning from Data about Christmas in the UK** **New Core Knowledge:** Data helps us understand how people celebrate today. Christmas is celebrated in many different ways. **Revisited Core Knowledge:** How is Diwali celebrated in UK vs New Delhi? Revisit Geography links **Key Vocabulary:** **Data –** Information collected to learn about something. **Survey –** A way of asking people questions to gather data. **Task:** Interpret a bar chart showing Christmas activities. Answer questions based on the chart.	**Lesson 4: The Changing Nature of Christmas in the UK** **New Core Knowledge:** Christmas traditions have changed over time. Media and shopping have influenced how people celebrate. **Revisited Core Knowledge:** How does data tell us about changes in Christmas celebrations? **Key Vocabulary:** **Tradition –** A custom or belief passed down through generations. **Commercialisation –** When something becomes focused on buying and selling. **Task:** **Create a timeline of** Christmas traditions from past to present. Match old and new traditions with reasons for change.	**Lesson 5: Celebrating Seasons – Winter Solstice** **New Core Knowledge:** Winter Solstice is an ancient seasonal celebration. Some Christmas traditions come from solstice rituals. **Revisited Core Knowledge:** How has celebrating Christmas changed: teacher as a child **Key Vocabulary:** **Solstice –** The shortest day of the year, often celebrated in winter. **Ritual –** A special action or ceremony done for religious or cultural reasons. **Task:** Identify shared symbols and meanings from Winter Solstice and Christmas.	I am leaving this as a free session as we have Bright Sparks, Forest School and Christmas Celebration tasks to fit in.	**Core Knowledge** The Ramayana is a sacred Hindu story. Rama and Sita's journey teaches values like loyalty, courage, and doing what is right (dharma). Diwali celebrates the victory of light over darkness. It is linked to Rama and Sita's return and is celebrated in different ways across the world. Data helps us understand how people celebrate Christmas today. Celebrations vary depending on region, culture, and personal beliefs. Christmas traditions have evolved over time. Influences include media, shopping, and cultural changes. Winter Solstice is an ancient celebration marking the shortest day of the year. Some Christmas traditions have roots in solstice rituals and seasonal symbolism. **Core Vocabulary** **Ramayana** – An ancient Hindu story about Prince Rama and his journey to rescue his wife, Sita. **Dharma** – A Hindu idea meaning duty or doing what is right. **Diwali** – A Hindu festival of lights celebrating the victory of good over evil. **Tradition** – A way of doing something that is passed down over time. **Data** – Information collected to learn about something. Survey – A way of asking people questions to gather data. **Commercialisation** – When something becomes focused on buying and selling. **Tradition** – A custom or belief passed down through generations. (Repeated)

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Computing **Programming Scratch**	**Lesson1: Introduction to Scratch** **New Core Knowledge:** Coding instructions on Scratch are called blocks. **Revisited Core Knowledge:** Pretest **Key Vocabulary: Blocks** **Main Task:** To explore blocks and the instructions they give.	**Lesson2: Story telling on Scratch** **New Core Knowledge:** Sprites can be coded using speech and wait blocks. **Revisited Core Knowledge:** Coding instructions on Scratch are called blocks. **Key Vocabulary: Sprite** **Main Task:** To create a program with two sprites having a conversation.	**Lesson3: Story telling on Scratch** **New Core Knowledge:** Sprites can be coded to move using motion blocks. **Revisited Core Knowledge:** Sprites can be coded using speech and wait blocks. **Key Vocabulary: programming** **Main Task:** To develop their program so that sprites move.	**Lesson4: Planning a remix** **New Core Knowledge:** Code can be altered to improve an animation **Revisited Core Knowledge:** Sprites can be coded to move using motion blocks. **Key Vocabulary: remix** **Main Task:** To rewatch and chose areas to improve in their animations.	**Lesson5: Remixing** **New Core Knowledge:** Unwanted blocks of coding can be removed **Revisited Core Knowledge:** Sprites can be coded to move using motion blocks. **Key Vocabulary:** Trashcan **Main Task:** To remove unwanted blocks and replace with more appropriate blocks of code.	**Consolidation week** To create a polished animation using multiple sprites, speech and motion.	**Core Knowledge** Coding instructions on Scratch are called blocks. Sprites can be coded using speech and wait blocks. Sprites can be coded to move using motion blocks. Code can be altered to improve an animation Unwanted blocks of coding can be removed
Design **Drawing: Developing drawing skills**	**Lesson 1: Features of a Castle** **New Core Knowledge:** Castles are made up of multiple 2D and 3D shapes. Key features of castles include towers, turrets, battlements, moats, and drawbridges. Structures need to be strong and stable to serve their purpose. **Revisited Core Knowledge:** Understanding of basic 2D and 3D shapes. Prior experience with simple structures **Key Vocabulary:** **Structures -** Objects or constructions that are built from different parts and materials to stand up and support weight or protect something. **Task:** Pupils examine images of castles and identify key features. Label a diagram of a castle with its structural components. Group discussion: Why do castles need to be strong and stable?	**Lesson 2: Designing a Castle** **New Core Knowledge:** How to design a structure with a specific purpose and audience in mind. Introduction to design criteria and how to apply them. **Revisited Core Knowledge:** Features of castles. Use of 2D and 3D shapes in design. **Key Vocabulary:** **Design Criteria**: A list of rules or features that a product must have to be successful. **Purpose**: The reason something is made or used; what it is meant to do. **Task:** Pupils create a design plan for their own castle. Include at least three key features (e.g., drawbridge, tower, battlements). Annotate the design with materials, colours, and purpose (e.g., to defend, to impress, etc.).	**Lesson 3: Nets and Structures** **New Core Knowledge:** Understanding and constructing 3D shapes from 2D nets. Techniques for scoring, folding, and assembling nets. **Revisited Core Knowledge:** Using a design plan **Key Vocabulary:** **Net:** A flat shape that can be folded to make a 3D object, like a cube or pyramid. **Tab:** A small flap on a net that helps join parts together when building a 3D shape. **Task:** Practice constructing basic 3D shapes (cube, cuboid, cylinder, cone) from printed nets. Use scoring tools and glue to assemble shapes. Begin constructing individual castle components using recycled materials and nets.	**Lesson 4: Building and Evaluating a Castle** **New Core Knowledge:** Techniques for joining and reinforcing structures. How to evaluate a product against design criteria. **Revisited Core Knowledge:** Design plans and nets. Techniques for scoring, folding, and assembling nets. Structural stability. **Key Vocabulary:** **Reinforce:** To make something stronger by adding extra support. **Evaluate:** To look at something carefully to see how well it works and how it could be improved. **Task:** Pupils build their final castle using their design plans and constructed nets. Once complete, evaluate the castle using a checklist: Does it include the planned features? Is it strong and stable? What worked well? What could be improved?	I am leaving these as a free session as we have Bright Sparks, Forest School and Christmas Celebration tasks to fit in.		**Core Knowledge** Castles are built using a combination of 2D and 3D shapes. They are designed to be strong and stable to protect people and withstand attacks. Common features of castles include battlements, turrets, towers, moats, and drawbridges, each serving a specific function such as defence or surveillance. Structures are designed with a specific purpose and audience in mind, and design criteria help guide the creation of a successful product. Three-dimensional shapes can be made from two-dimensional nets by folding and joining, and tabs are used to connect parts of a net securely. Structures can be strengthened using techniques like folding, layering, and bracing, and the choice of materials and joining methods affects the strength and stability of a structure. Finished products should be evaluated against the original design criteria, and reflecting on what worked well and what could be improved helps develop future designs. **Core Vocabulary** **Structures -** Objects or constructions that are built from different parts and materials to stand up and support weight or protect something. **Design Criteria**: A list of rules or features that a product must have to be successful. **Purpose**: The reason something is made or used; what it is meant to do. **Net:** A flat shape that can be folded to make a 3D object, like a cube or pyramid.

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PE Gymnastics	Lesson1 – Body Shapes LO. To explore balancing using different points of contact. New vocabulary: arabesque Main Activity: Practise arabesque, shoulder stands and handstands	Lesson 2 LO. To explore transitions between body shapes New vocabulary: transition Main task: group body shapes together and how we can move from one to the other	Lesson 3 LO. To be able to complete some moving shapes New vocabulary: cartwheel Main task: Practise forward rolls and cartwheels	Lesson 4 LO. To link shapes and movements into a sequence New vocabulary: sequence Main Task: To begin to explore and plan a sequence	Lesson 5 LO To be able to improve a sequence New vocabulary: improve Main Task: To practise and improve sequence	Showcase: To perform a rehearsed sequence in front of an audience	
PSHE Health and Wellbeing	Lesson 1 – My health diary LO. To understand the components of a healthy lifestyle New Vocabulary: lifestyle Main Activity: To create a health diary including food and exercise.	Lesson 2- Relaxation LO. To know that relaxation is an important part of keeping healthy New Vocabulary: relaxation Main Activity: To participate in some relaxation and stretching.	Lesson 3 – Wonderful Me LO. To know that I am different from everyone else and that differences should be celebrated. To identify my strengths New Vocabulary: personality Main Activity: To create a piece of art which represents themselves. To create a word wall based on our class superpowers.	Lesson 4 – Resilience LO. To develop strategies to overcoming difficulties New Vocabulary: Resilience Main Activity: To break challenges into smaller steps through role play.	Lesson 5- Feelings LO. To know when to give consent New Vocabulary: consent Main Activity: To role play saying no in a range of scenarios.	Lesson 6 – Dental Health LO. To know how to care for my teeth New Vocabulary: Dental hygiene Main Activity: To practise brushing our teeth	
Music Creating Compositions	Lesson 1 – Telling stories LO. I know that music can tell a story New Vocabulary: composition Main Activity: To listen carefully to a piece of music and create a story to match it.	Lesson 2 – Soundscapes LO. I can use percussion instruments to create atmosphere New Vocabulary: atmosphere Main Activity: To create a soundscape using percussion instruments.	Lesson 3 – sound effects LO. To link sounds to events in a story New Vocabulary: sound effect Main Activity: To retell a story with added sound effects	Lesson 4 – Rhythm LO. To understand the importance of rhythm in musical storytelling New Vocabulary: rhythm Main Activity: To create a rhythm to match a story	Lesson 5 – Melody LO. To understand the importance of melody in storytelling New Vocabulary: melody Main Activity: To explore a range of melodies and match these to stories	Showcase To perform a musical piece to match a chosen story	