

Topic/ Question Year Three	Ancient Egypt	Ancient Egypt	Tour de Europe	Tour de Europe	Savage Stone Age and Beyond	Savage Stone Age and Beyond
Specific Focus	Discovery	Beliefs	Naming the capital cities of Europe	Comparing the capital cities	Everyday life in stone age time	How it changed until Iron Age
Question	How have the achievements of this civilisation impacted the world?		How are the capital cities of Europe similar yet different?		How did Britain change from the Stone Age to the Iron Age?	
English	Book: The Wonder Fiction: Rebirth story Non-fiction: Recount Diary	Book: Tomb raiders Fiction: Quest Non-fiction: Report information leaflet	Book: The Wolves in the Walls Fiction: Overcoming the monster Non-fiction: Report Letter	Book: The 3 Little Wolves and the Big Bad Pig Fiction: Fairy tale – humorous fractured tale – Book Week Non-fiction: Persuasion Brochure	Book: UG Fiction: Rags to Riches Non-fiction: Persuasion Brochure	Book: Stig of the Dump tbc Fiction: Voyage and return Non-fiction: Recount newspaper.
Maths New Curriculum	Maths No problem Book 1			Maths No problem Book 2		
Science	<p>Sc3/1 Working Scientifically During Years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Sc3/1.1 asking relevant questions and using different types of scientific enquiries to answer them Sc3/1.2 setting up simple practical enquiries, comparative and fair tests Sc3/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Sc3/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Sc3/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Sc3/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Sc3/1.7 using results to draw simple conclusions, making predictions for new values, suggest improvements and raise further questions. Sc3/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes Sc3/1.9 using straightforward scientific evidence to answer questions or to support their findings.</p>					
	<p>Sc3/4.2 Forces and Magnets</p> <p>Sc3/4.2a compare how things move on different surfaces</p> <p>Sc3/4.2b notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Sc3/4.2c observe how magnets attract or repel each other and attract some materials and not others</p> <p>Sc3/4.2d compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Sc3/4.2e describe magnets as having 2 poles</p> <p>Sc3/4.2f predicts whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Sc3/2.2 Animals including humans</p> <p>Sc3/2.2a identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Key vocab – nutrition, fruit, veg, dairy, carbohydrates, protein, vitamins, minerals, fat, fibre, skeleton, muscles, support, protection, movement, skill, ribs, spine, vertebra, joints, sockets, bones, tendons,</p>	<p>Living Things</p> <p>Sc3/2.1 Plants</p> <p>Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Sc3/2.1b explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Key vocab – part, role, leaf, leaves, flower, blossom, petal, fruit, berry, root, bulb, seed, trunk, branch, stem, bark, stalk, water, light, air, nutrients, soil, fertiliser, damp/wet/dry, dark/light, transported, life cycle, pollination, seed formation, seed dispersal</p>	<p>Sc3/2.1 Plants</p> <p>Sc3/2.1b explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Sc3/2.1c investigate the way in which water is transported within plants</p> <p>Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Sc3/3.1 Rocks</p> <p>Sc3/3.1a compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Sc3/3.1c recognise that soils are made from rocks and organic matter.</p> <p>Key vocab – rock, stone, pebble, boulder, soil, fossils, grains, crystals, texture, absorb, marble, chalk, granite, sandstone, slate, sandy soil, clay, chalky, peat</p>	<p>Sc3/4.1 Light</p> <p>Sc3/4.1a recognise that they need light in order to see things and that dark is the absence of light</p> <p>Sc3/4.1b notice that light is reflected from surfaces</p> <p>Sc3/4.1c recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Sc3/4.1d recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Sc3/4.1e find patterns in the way that the size of shadows change.</p> <p>Key vocab – light, source, torch, dark, reflective, mirror, shadow, transparent, opaque, translucent,</p>

	Key vocab – force, push, pull, contract force, magnetic force, magnet, strength, bar/ring/button/horseshoe magnet, attract, repel, metal, iron, steel, north/south pole.					
Computing	<p>I am safe</p> <p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>I am a Programmer - Scratch</p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>???I am a Botanist ??? TBC (Create European country profiles – 2 simple)</p> <p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>I am a Tour Guide 2??? TBC - Photostory</p> <p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>I am a Photographer (Selfies, landscape pictures...)</p> <p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>LEGO WE DO SOMETHING</p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
RE	How do local Christians show their commitment to Jesus' teaching? What do I think of the values Christians hold?	Christmas Encounter unit – Hinduism	How does a church building help Christians to worship? How do I respond to the idea of a holy place?	What do I think of the ideas of forgiveness & sacrifice, explored by Christians at Easter?	How is the mosque the centre of the Islamic community? Why is prayer important to Muslims? What inspires and influences me?	What do Christians believe about prayer? What questions do I have about prayer?
History	<p>Hi2/2.3 Ancient Civilizations</p> <p>Hi2/2.3 Ancient Civilizations The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and focus on Ancient Egypt</p> <p>Key Vocab – Pyramids, cartouche, papyrus, River Nile, hieroglyphics, Pharaoh, mummification, canopic jars, discovery, archaeologists, tomb, ancient, civilization, chronology</p>	<p>Hi2/2.3 Ancient Civilizations</p> <p>Hi2/2.3 Ancient Civilizations The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and focus on Ancient Egypt</p>			<p>Hi2/1.1 Pre-Roman Britain</p> <p>Hi2/1.1 Pre-Roman Britain- changes in Britain from the stone age to the Iron Age- Stone Henge/ Avebury</p> <p>Key vocab – Neolithic, mammoth, hunter, gatherer, fur, house, fort, jewellery, tools, Skara Brae, Stone Henge, weapons, stones, spears, flint, handaxe, fire, invention, antler, cave paintings, cave dweller, stone, bronze, iron</p>	<p>Hi2/1.1 Pre-Roman Britain</p> <p>Hi2/1.1 Pre-Roman Britain - changes in Britain from the stone age to the Iron Age- Barbury Castle/ Liddington castle</p>

<p>Geography</p>	<p>Ge2/I.1 Locational Knowledge countries and cities</p> <p>Ge2/I.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/I.14 Geographical Skills and Fieldwork Egypt</p> <p>Ge2/I.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p>Ge2/I.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/I.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, SWINDON vs [redacted]</p> <p>Ge2/I.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/I.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Ge2/I.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>FOCUS ON TWIN TOWNS – SALZITZER AND Polish town XXX (could try and relate to a pupil in year group whose family may come from European town/city)</p> <p>Key vocabulary – Continent, country, island, geographical features, human features, river, mountain, atlas, flags, capital city, map, contours, compass, orienteering,</p>			<p>Ge2/I.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.- a trip to Avebury etc of the physical and human features</p>
<p>Art</p>	<p>Ar2/I.1 Sketchbooks – Harvest theme for assembly</p> <p>Ar2/I.1 to create sketch books to record their observations and use them to review and revisit ideas (SHADING AND PAINTING EGYPTIAN MASKS)</p> <p>Christmas Cards, Harvest Art.</p> <p>Ar2/I.2 Sculpture (modroc) Masks</p> <p>Ar2/I.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/I.3 Architecture Pyramids</p> <p>Ar2/I.3 about great artists, architects and designers in history.</p>		<p>AR2/I.3 European Artist Study Painting eg Renoir, Degas, Picasso, Dali</p> <p>Ar2/I.3 about great artists, architects and designers in history.</p>		<p>Ar2/I.1 Sketching (Sketchbooks)</p> <p>Ar2/I.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/I.3 about great architects – Stonehenge and Avebury Cave Paintings – architect study</p> <p>Ar2/I.3 about great artists, architects and designers in history.</p>	
<p>Music</p>	<p>Singing and performance:</p> <p>Harvest singing/performance</p> <p>Egyptain singing for parent performance</p>	<p>Ho ho ho. Christmas, big band, motown.</p>	<p>Three little birds- reggae</p>	<p>Let your spirit fly. With additional focus on notation using the music toolkit.</p>	<p>Benjamin Britten – there was a monkey.</p>	<p>Reflect, rewind and replay</p>
<p>Please work through each unit as prescribed and pick 3 cross-curricular extension activities to complete alongside each term. Please also print off and use the activity manual for warm up activities each session (the rhythm grid in the toolkit on the website are fab for this too).</p>						
<p>MU2/I.3 Aural Memory</p>	<p>MU2/I.5 Variety of Music</p>	<p>Mu2/I.1 play and perform in solo and ensemble contexts, using their</p>	<p>Mu2/I.1 play and perform in solo and ensemble contexts, using their</p>	<p>MU2/I.5 Variety of Music MU2/I.4 Notation</p>	<p>MU2/I.5 Variety of Music MU2/I.4 Notation</p>	

	<p>Mu2/I.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>MU2/I.1 Solo & ensemble Mu2/I.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Mu2/I.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>MU2/I.1 Solo & ensemble Mu2/I.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>MU2/I.4 Notation Mu2/I.4 use and understand staff and other musical notations</p>	<p>voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/I.2 Improvise & Compose- European composer of choice linked to European locations.</p> <p>MU2/I.4 Notation Mu2/I.4 use and understand staff and other musical notations</p>	<p>voices and playing musical instruments with increasing accuracy, fluency, control and expression – applying learning to Easter experience</p> <p>MU2/I.2 Improvise & Compose- European composer of choice linked to European locations.</p> <p>MU2/I.4 Notation Mu2/I.4 use and understand staff and other musical notations</p>	<p>Mu2/I.4 use and understand staff and other musical notations</p> <p>MU2/I.1 Solo & ensemble Mu2/I.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Outcome – group performance of building Stonehenge (rhythms etc)</p>	<p>Mu2/I.4 use and understand staff and other musical notations</p> <p>MU2/I.1 Solo & ensemble Mu2/I.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Outcome – group performance of building Stonehenge (rhythms etc)</p>
PE	<p>PE2/I.1F Evaluation PE2/I.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>PE2/I.1b Invasion Games - Netball PE2/I.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/I.1c Gymnastics PE2/I.1c develop flexibility, strength, technique, control and balance (Strength and core control exercises, safe use of big apparatus – set personal best measures/scores including timing)</p>	<p>PE2/I.1b Invasion Games - Hockey PE2/I.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/I.1c Gymnastics PE2/I.1c develop flexibility, strength, technique, control and balance (Individual skills: forward and backward rolls, head stands, rolls, balance)</p>	<p>PE2/I.1d Dance PE2/I.1d perform dances using a range of movement patterns (Mission Impossible routine, individual and pair elements to tell a story)</p> <p>PE2/I.2 Swimming PE2/I.2a swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>PE2/I.2b use a range of strokes effectively</p> <p>PE2/I.2c perform safe self-rescue in different water-based situations.</p>	<p>PE2/I.2 Swimming PE2/I.2a swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>PE2/I.2b use a range of strokes effectively</p> <p>PE2/I.2c perform safe self-rescue in different water-based situations.</p> <p>(Only swimming due to time constraints put on timetable by swimming and lack of hall due to Easter performance.)</p>	<p>PE2/I.1a&c Athletics – track and field events (Sports Day preparation) PE2/I.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/I.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/I.1b Striking & Fielding - skills PE2/I.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>PE2/I.1a&c Athletics PE2/I.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/I.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/I.1b Striking & Fielding - Cricket game strategy and use of skills PE2/I.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>

<p>DT</p>	<p>DT2/1.1 Design DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design DT2/1.2 Make DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities DT2/1.3 Evaluate DT2/1.3a investigate and analyse a range of existing products DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p>					
	<p>Design, make, evaluate, technical knowledge</p> <p>DT2/1.4c understand and use electrical systems in their products eg a buzzer/ alarm to ward off tomb raiders/pop up mummy from a sarcophagus.</p> <p>Outcome – Burglar alarm for a sarcophagus</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Outcome – Creation of Egyptian masks (Modroc)</p>	<p>Cooking and Nutrition</p> <p>DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b prepare and cook a variety of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>Outcome – create and cook a recipe for a continental meal IS THIS A VARIETY???</p>	<p>Design, make, evaluate, technical knowledge</p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures- homes/shelters/own henge</p> <p>Outcome – make own stone age shelter</p>			
<p>French</p>	<p>FL2/1.1 Listening & Comprehension FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>FL2/1.2 Speaking FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* FL2/1.2d present ideas and information orally to a range of audiences*</p> <p>FL2/1.3 Reading & Comprehension FL2/1.3a read carefully and show understanding of words, phrases and simple writing FL2/1.3b appreciate stories, songs, poems and rhymes in the language FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>FL2/1.4 Writing FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly FL2/1.4b describe people, places, things and actions orally* and in writing FL2/1.4d understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>					
	<p>FL2/1.1-1.4 Greetings Unit 1: Lessons 1-6</p>	<p>Games and songs Unit 2: Lessons 7-9</p>	<p>Celebrations Unit 3: Lessons 10-13</p>	<p>Celebrations Unit 3: Lessons 10-13</p>	<p>Colours and Body parts Unit 4: Lessons 14-18</p>	<p>French School Day experience – an encounter style experience</p>
<p>PSHE</p>	<p>Being me in my world</p>	<p>Celebrating differences</p>	<p>Dreams & goals</p>	<p>Healthy me</p>	<p>Relationships</p>	<p>Changing me</p>
<p>Spirituality</p>	<p>Why did the Egyptians revere death? What do I know about death?</p>	<p>How important is it to be in a Church to pray? Where could you pray at St Francis?</p>	<p>What do I get from looking at and creating art?</p>	<p>Why is water important to me/my family/local/world?</p>	<p>What are your thoughts/ideas/feelings about Stonehenge after the visit?</p>	<p>What if there were no such thing as shadows?</p>

Outside	Ge2/I.4c Use fieldwork to observe, measure & record H&P features Ge2/I.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.				Ar2/I.1 Sketchbooks Ar2/I.1 to create sketch books to record their observations and use them to review and revisit ideas	
Trips/ Visits / Parent engagement	Highclere Castle Harvest performance and parents visit classroom to look at books etc.	Parents – HO HO HO performance, Egyptian songs and Egyptian work, cook mummified sausages	Crocodile World – animals to support Literacy work.	Parents – Share European work and food, perform or share videos of Mission impossible dances.	Avebury Parents – sports day Science Dome – Rocks or Light	Parents – Share Stone Age work, ?????
Characteristics of Learning	Focus Trying different things	Persistence Team work	Trial and error	Different approaches Drawing upon knowledge	Challenging selves	Self evaluation
Gifted and talented opportunities	Children's Guidebook Project on Code- Rosetta stone	Children's Guidebook Volume of Pyramid- how many stones are needed?	Distance Between Capitals Population Km Area Plan a journey in shortest time Currency exchange rates	Mini-Eurovision Song Contest	Scaled model of Stonehenge/ Avebury Measure investigation of Stone placing	

Tier 2 vocab	Doubt, mention, finally, anxiously, nervously, cautious, curious, nibble, tremble, aware, ability, delicate, fragile, observe, convince, diagram,					
	Balance, design, wealthy, wonder, bold,	Bold, brave,	Damp, excess, herd, flock, absorb,	Demolish, feast,	Settle, village, shelter, luxury,	bare
Tier 3 vocab	History: Pyramids, cartouche, papyrus, River Nile, hieroglyphics, Pharaoh, mummification, canopic jars, discovery, archaeologists, tomb, ancient, civilization, chronology Science: force, push, pull, contract force, magnetic force, magnet, strength, bar/ring/button/horseshoe magnet, attract, repel, metal, iron, steel, north/south pole.	Science: nutrition, fruit, veg, dairy, carbohydrates, protein, vitamins, minerals, fat, fibre, skeleton, muscles, support, protection, movement, skill, ribs, spine, vertebra, joints, sockets, bones, tendons,	Geography: Continent, country, island, geographical features, human features, river, mountain, atlas, flags, capital city, map, contours, compass, orienteering. Science: part, role, leaf, leaves, flower, blossom, petal, fruit, berry, root, bulb, seed, trunk, branch, stem, bark, stalk, water, light, air, nutrients, soil, fertiliser, damp/wet/dry, dark/light, transported, life cycle, pollination, seed formation, seed dispersal		History: Neolithic, mammoth, hunter, gatherer, fur, house, fort, jewellery, tools, Skara Brae, Stone Henge, weapons, stones, spears, flint, handaxe, fire, invention, antler, cave paintings, cave dweller, stone, bronze, iron Science: rock, stone, pebble, boulder, soil, fossils, grains, crystals, texture, absorb, marble, chalk, granite, sandstone, slate, sandy soil, clay, chalky, peat	Science: light, source, torch, dark, reflective, mirror, shadow, transparent, opaque, translucent,