

# Stone Age to Iron Age

## Key Vocabulary:

Stone Age  
Bronze Age  
Iron Age  
Stonehenge  
stone circles  
Skara Brae  
Sedimentary rocks  
Igneous rocks  
Metamorphic rocks  
Mantle  
permeable

## Maths:

### Multiplication and division

- Division- formal written method (Step 3 of the calculation policy).
- Multiplying a 2-digit number by a 2-digit number mentally.
- Multiplying and dividing by 3, 4, and 8.

### Measurement

- To measure, compare, add and subtract: volume/capacity (l/ml).

### Time

- To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12 hour and 24 hour clocks.
- To estimate and read time with increasing accuracy to the nearest minute.
- To know the number of seconds in a minute and the number of days in each month, year and leap year.
- To compare durations of events.

We will also revisit prior learning and gaps in knowledge.

## Science:

### Rocks

- To understand how different types of rocks are formed.
- Compare and group rocks based on their properties and appearance.
- To explain the process of forming fossils.
- To explore the work of Mary Anning.
- Recognise what soil is made up of and the different types of soil that exists.

## English:

**Instructions:** To write instructions.

**A magazine article:** To write a magazine article.

**Play Scripts:** To write a play script.

**Poetry:** Write an acrostic poem about your time in Class 3.

**Texts used:** How To Wash a Woolley Mammoth and Stone Age Boy.

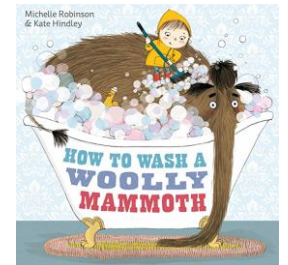
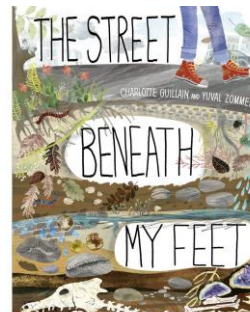
## Independent project:

Go on a walk to find stones and rocks. Pick one of the options below:

Build your own version of Skara Brae. Research what furniture was inside.

Build your own Stonehenge.

Can you make your own version of the float they used to move the stones?



## Key questions for this area of learning:

1. How can we sort different rocks?
2. What do we know about the first people on Earth?
3. Which people are inspirational to Muslims?

## Geography:

### Human and Places Geography

- To describe and understand types of settlement and land use in the UK.
- To understand human geographical similarities and differences through the study of a UK region.
- To understand physical geographical similarities and differences through the study of a UK region
- To identify and use OS map symbols.



## History:

### Stone Age to Iron Age

- Explore how life in Britain changed through the Stone Age, Bronze Age and Iron Age.
- Place topics on a chronological timeline.
- Identify similarities and differences to life today.
- Look at the key features of prehistoric sites such as Skara Brae and Stonehenge.

## French:

### Ancient Britain

- Learn the French for “I am” (Je suis), “I have” (J’ai) and “I live” (J’habite).
- Name in French, the six key periods of ancient Britain, introduced in chronological order.
- Be able to say in French three of the types of people who lived in ancient Britain.
- Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain.
- Name the three types of dwellings people lived in during the stone, bronze and iron ages.

## Computing:

### Programming B

- To explain how a sprite moves in an existing project.
- To create a program to move a sprite in four directions.
- To explain how a sprite moves in an existing project.
- To develop my program by adding features.
- To identify and fix bugs in a program.
- To design and create a maze-based challenge.

## Art and Design/Design Technology:

- To explore drawings from a different time or culture (Cave paintings).
- To develop technique in clay work.
- DT Levers project including understanding and use mechanical systems in a product. Also, carrying out appropriate tests suggested by the teacher before making improvements.

## Religious Education:

### Islamic inspirational people

- To know who the Prophet Muhammad is.
- To know the story of Prophet Muhammad’s childhood.
- To respond thoughtfully to the story of the crying camel.
- To respond thoughtfully to stories from the life of the Prophet Muhammad, connecting Muslim belief and wisdom to the stories.
- To understand how human courage and spirituality can make a person an example to others (Malala Yousafzai’s).
- To express and communicate their ideas about fairness, forgiveness, friendship, commitment and courage.
- To write a thoughtful proposal for a new religious building. It should be for their local and area, including their ideas for design, activities, key concepts of worship and the use of such a building.

## RSHE:

### Rules and the Law

- Know about the UK’s democratic processes and the role of the Houses of Parliament.
- To understand and respect the Police Service.
- Some basic first aid and who to call for help.
- Fire and water safety.
- To be proud of my heritage and respectful of other people’s.

### To be the best I Can be

- To set high aspirations and goals.

## PE:

### Golf with Mr Robinson

- Successfully use a putt shot and play putting games.
- Begin to chip the ball over obstacles.
- Compete in target games against others.

### Basketball with Miss Carter

- Pass/ send a ball with increasing accuracy.
- Move with and pass the ball.
- Begin to think about tactics in games.