

English

- Create a class set of Stone Age story stones showing animals, objects, actions and places – Poem through the Stone Age.
- Write a short narrative detail the adventures of Ug
- Stig of the Dump – write and have a debate to discuss the 'for' and 'against' arguments about hunting.
- Write the policeman's report about the missing property and how it was discovered based on Stig of the dump
- Ice Age – Discuss characters point of view, detail character traits, Show clip invasion of tigers on the camp and chase and create setting description
- Iron Man – Newspaper reports
- Stone Age – Time travel back in time children to write a recount/ diary entry of what they witnesses/experienced.
- Speech/thought bubbles for first meeting between the boy and Om
- Use Comic Life to create comic strip of first meeting
- Instructions - How to make a fort and tools
- Day in the life of a Stone Age boy write a letter home to family in the present day - Letter to Om after he has returned
- Non Chronological report on an aspect of life in the Stone Age
- Non Chronological report on Stonehenge
- Narrative – Trapped in a cave Flintstones
- Recount – diary life in the Stone Age
- Write a job description for an archaeologist detail the skills you need to have.
- Watch the film 'The Croods' and write a film review. Would they recommend this film to their friends and family? What was their favourite part? What was different in the Stone Age compared to 2016?

Year 3 Curriculum Links – Autumn

Yabba dabba doo



Enrichment

East Riding Museum Stone age Workshop

Immersion:

Time travel to the Stone Age using real artefacts

Mathematics

- Problem Solving based upon Stone Age concept
- Data Handling – Tally charts – based upon Stone Age writing children crack codes.
- Perimeter -Design a prehistoric village and finding the perimeter of each building.
- Measure/ estimate - Practically estimate and measure different lengths in mm, cm and m of prehistoric animals.
- Time - Chn to create a poster for Ug to explain the time – minutes and hours
- Measure/ Capacity - Collect rain water – chn to read s range of scales
- Position and direction – Chn to create a treasure hunt using knowledge of turns; angles; anti/clockwise; positions on squared grid to direct a peer.
- Counting - Stone Age counting. Chn to create own method of counting. Chn choose symbols to mean certain amounts and create questions based upon their new system for a peer to solve.
- Number – Use scrabble letters and value to, spell out 10 key words relating to our topics and add up the total score for each word.

Geography

- Locate places in the world where cave paintings have been discovered.
- Research first human's arrival in Britain and where they first settled
 - Using maps to locate Stone Age settlements in Britain
 - Investigate which areas have been settled. Learn about why we settle in different areas and what we need 4.
 - Look and compare how land is used
- Locate and name significant places across the world relevant to the Stone Age world – Cave art in France, Bison in North America, and Settlement in Turkey etc.
- Explore when and how Britain first became an island investigating early settlements, homes and ways of life and comparing them to our lives today identify historical sites around the world which were inhabited during the pre-history era.
- Stonehenge sketch maps

PE

- Hold a Javelin throwing competition and see who can throw the javelin the furthest or closest to a target?
- Create a games with rules using stones appropriate for the Stone Age.
- Explore, improvise and combine movement ideas related to the three eras of the Stone Age

History

- Create a timeline to identify the key ages from past to present.
- To find out what happened in the Stone Age Learning from artefacts and a range of historical sources –inferring information and what they can tell us about everyday life in Ancient Britain.
- To look at different homes from the Palaeolithic, Mesolithic and Neolithic times looking at how materials and design of houses changed and why.
- Explore Stone Age clothing and how this has developed throughout the Bronze and Iron Age Explore the development of homes throughout pre-history
- To develop a chronologically secure knowledge of events in the Stone Age.
- To find out what we know about Skara Brae.
- Consider life in the Stone Age and how it compares to life to today.
- Investigate the evidence left behind by Neolithic hunter gatherers and early farmers; consider Bronze Age religion and technologies and Iron Age tribal kingdoms, forts, farming, art and culture
- Investigate the different ways of communicating without the use of language which were used during the early stages of Cave men / Women existence in the Neolithic period of Pre- History.

Music

- Research Stone Age instruments how were they made? How were they played? Compose your own stone age music
- Listen to the 'Horrible Histories' Stone Age song. Create own Stone Age song

Science

- Plants**
- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- 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
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
 - Grow own fruit – berries/ stone age produce and discuss what is needed to survive
- Animals including humans**
- 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
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
 - Look at nutrition, transportation of water and nutrients in the body.
 - Digestive systems in humans.
 - Look at the different diets from Stone Age to now. Meat and veg etc. compare the differences. What affects does this have – skin, teeth, life expectancy
 - The muscle and skeleton system of humans and animals.
 - Look at bones of humans. Use the skeleton in staff room. Compare to bones of animals. Link to dinosaur bones for Stone Age.
 - Teeth – functions and types
 - Link to previous learning about teeth in Stone Age and teeth these days. Cleaner, healthier, toothpaste
 - Food chains - Draw food chain of animals in the Stone Age.
 - Evolution- what did man look like?
 - Look at how man adapted from apes to humans. Link to adaptation of animals
- Forces & Magnets**
- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at distance
- observe how magnets attract or repel each other and attract some materials and not others 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
- describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.
 - The electric brae (Scotland)
 - Flintstone Car

Art & Design

- Use evidence of Paleolithic wall paintings from Lascaux cave paintings. Sketch and practise different orientations for cave paintings. Adapt them to fit the types of animals on Skara Brae. Draw in the dark with 'berries' and sticks
- Use clay to create the texture and drawing surface of the cave. Investigate materials which could have been used as paint brushes and paint.
- Mud hand circles- see Richard Long
- Use modelling and constructing skills to make replica Stone Age clay pots
- Fossil sketching of prehistoric animals

SMSC

- Understand how societies function Discuss how the Stone Age people organised themselves into family groups and elders .Who were the most important members of the tribe? How did they make decisions?
- Article 28 Every child has the right to an education Why didn't Stone Age children have an education? Did they still learn in other ways .Compare the learning of 2014 and the Stone Age

MFL

- Numbers 0-10
- Oral conversational skills – Greetings, asking and saying how you are
- Classroom Instructions
- Christmas Celebrations - Nativity Play simple dialogue, Letter to Father Christmas
- Listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly

RE

- Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism
- Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh? Religion: Sikhism
- Theme: Christmas Key Question: Has Christmas lost its true meaning? Religion: Christianity

Computing

- Create a stop motion animation that retells part of the story... or based on another story about stone age people
- Use comic creation tools (e.g. Comic Life) to create your own comic strips about life in the Stone Age.

Forest School

- Build shelters for survival
- Build fires to cook food alike a hunter gatherer - Foraging
- Create weapons / Tools/ Flint knapping
- Heat up water using hot rocks