

**Questions:**

Week 1: What is the Stone Age?  
 Week 2: What did people use in the Stone Age?  
 Week 3: What Stone Age items can we make?  
 Week 4: How did people live in the Stone Age?  
 Week 5: Why was life hard in the Stone Age?  
 Week 6: What can we use to make Stone Age Art?  
 Week 7: What might Stone Age people have believed?  
 Week 8: Can you summarise what you know about the Stone Age?

**Texts:** Ug Stone Age Boy

**Writing outcomes:**

**Fiction:** Character Study Description Writing in role

**Non Fiction:** Information Instructions Advert

**Maths:** Number: addition and subtraction (using 3 digit numbers)

1 week  
 Number: Multiplication and division 3 weeks  
 Geometry: properties of shape 1 week  
 Consolidation and gap filling 1 week

**Science: Rocks:** identify differences similarities or changes related to simple scientific ideas and processes:

Using own observations, pupils can compare and group rocks using a range of plausible criteria;  
 Know fossils only form in sedimentary rocks and can describe in simple terms the chronology of the stages of fossilisation;  
 Can describe that soils are a mixture of tiny particles of rock, dead plant and animals, air and water; the amounts of which can vary.

**Computing—cross curricular with History.**

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.; collect and present information; search for information in different ways.

**Enrichment**

Trip to Addington Hills  
 Church visit—St Magdalene  
 Stone Age Day:  
 Cave paintings  
 Mammoth maths  
 Campfire stories  
 Tool making

**Assessment Foci**

**Science:** I can ask relevant questions and use different types of scientific enquiries to answer .

**History:** I can use sources of information including ICT to answer questions about the past.

**PE:** I can perform dance actions and skills with increasing control.

**PSHE:** I know it is better to talk to someone when trying to manage difficult feelings.

**DT:** I can select the most appropriate tools and techniques for a given task.

**Music:** I can sing a tune with expression.

**RE:** I can explain the importance of a religious festival.

**French:** I can say and repeat single words and short simple phrases.

**Computing:** I can search for information on the web in different ways.

**E-safety:** I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.

**Foundation Subjects Coverage**

**History:** changes in Britain from the Stone Age to the Iron Age; late Neolithic hunter-gatherers and early farmers; Bronze Age religion, technology and travel; Iron Age continue to establish clear narratives within and across periods; understand how our knowledge of the past is constructed from a range of sources; use a timeline within a specific period of history to set out the order that things may have happened; research to find similarities and differences between two periods of history.

**PE:** outdoor and adventurous activity; challenge individually and within a team and take part in outdoor and adventurous activities; follow a map in a familiar context; use clues to follow a route; follow a route safely. Football: aware of space and use it to support teammates and cause problems for the opposition; know and use rules fairly; pass in different ways; keep possession of the ball. Dance: perform dances using a range of movement patterns; perform dance actions and skills with increasing control.

**Art:** To improve their mastery of art and design techniques, including drawing with pencil and charcoal. To improve their mastery of art and design techniques, including painting with a range of materials /talk about great artists, architects and designers in history.

**DT:** generate, develop, model and communicate their ideas through discussion ;select from and use a wider range of tools and equipment to perform practical tasks

**PSHE/ British Values:** Difficult Feelings: examining and exploring their own and others' feelings and emotions; knowing how to recognise, express and manage feelings in a positive and safe way; and recognising that feelings and emotions may change at times of change and loss; recognising feelings of jealousy, exclusion, shame and guilt; recognising the feelings of the victim, bystander and bully and how to react.

**Music:** Learning to play the Ocarina. Begin to develop composition skills; develop singing skills by using voices with increasing control and expression; create accompaniments for tunes; learn Christmas carols for the concert.

**French:** name and describe objects; copy a simple word or phrase; choose the right word to complete a short phrase or sentence; say and repeat numbers to 20 and colours, ask and give name.

**RE:** Christianity: describe the features inside a church; explain the significance of objects inside a church; explain what the word community means and identify communities we belong to; explain why members of a church are considered to be a community; identify how Christians demonstrate their devotion to God in their homes. Find out what the Church does for the local community at Christmas; discuss why some people only go to Church at Christmas; understand the activities in Church, and why Christmas is so important in the Church's year; discover how the church is decorated at Christmas and discuss the differences to decorations in the home.