

LITERACY:

Narrative :

Unit 3: Adventure and mystery (4wks)

Stone Age Boy [Satoshi Kitamura](#)

Non-fiction:

Unit 2: Instructions (3-4 wks)

Instructions for making a clay pot

Unit 3: Information texts (4 wks)

The Rock Factory: A Story About Rocks and Stones (Science Works)

Non-fiction Recount of life in an iron fort

SCIENCE: Biology

- Y3: Flowers as part of the plant life cycle

Y3: Animals: skeletons & nutrition there existed many animals that are now extinct. At that time you might have seen woolly mammoths, sabre-toothed cats, cave bears and mastodons roaming about. Links to moving and growing y4

Chemistry

- Y3: Fossils and soils content added
- Y3: Classification of rock types

Physics

- Y3: Sources of light; shadows & reflections
- Y3: Simple forces. including magnetism

MATHS:

- **Number objective taught through Stone Age man theme**
- **Problem solving through cave people.**

Geography: Locate world's countries, focussing on Europe & Americas focus on key physical & human features

- Use 8 points of compass, symbols & keys
- Describe & understand climate, **volcanoes, earthquakes and settlements**
- Use fieldwork to observe, measure & record

Trips: South Shields beach to examine rocks or Hancock for fossils?

Topic

Community (Autumn)

Computing:

Design & write programs to achieve specific goals, including solving problems	Use logical reasoning
Understand computer networks	Use internet safely and appropriately
Collect and present data appropriately	

Developing images using repeated patterns

MUSIC:

Use voice & instruments with increasing accuracy, control and expression	Improvise & compose music
Listen with attention to detail	Appreciate wide range of live & recorded music
Begin to develop understanding of history	

HISTORY:

British History (taught chronologically)

Stone Age to Iron Age Britain, including:

- **hunter-gatherers and early farmers**
- **Bronze age religion, technology & travel**
- **Iron age hill forts**

1. understand how the period from the Stone Age to the Iron Age fits into a wider picture of British history
2. examine non-written sources of evidence about the Stone Age
3. To research what it might have been like at Skara Brae (link to understand how farming)
4. To know how the Bronze Age was different to the Stone Age
5. To understand how grave goods can give us information about the past
6. To imagine what life was like in an Iron Age hill fort

Design and Technology:

1. Make Stone Age hunting tools such as a bow and arrow
2. Model a clay pot, and construct a miniature Stonehenge.
3. Build a shelter from clay mammoth bones
4. Books with moving parts based on the stone age

- **Use research & criteria to develop products which are fit for purpose**
- **Use annotated sketches and prototypes to explain ideas**
- **Evaluate existing products and improve own work**
- Use mechanical systems in own work

ART:

1. Understand how art was used to record life in the Stone Age. Paint their own cave art style drawings using clay and chalk
2. Design an Iron Age shield or brooch.
3. Viewpoints linked to Burch and Winters using animals from the stone age
 - **Use sketchbooks to collect, record and evaluate ideas**
- Improve mastery of techniques such as **drawing, painting and sculpture** with varied **materials**
- Learn about great **artists, architects & designers**

RE: Taught separately
Come and See topics