# Savage Stone Age

Children will be learning about the stone age, fossils and evolution. Throughout this topic it will lend them to learn more about their local area and sample many crafts

Grange View C.E
First School

## KUW

**Science**
Chemistry: To develop a simple understanding of fossilisation
Biology: To classify living things (evolution)

**Geography**
To ask geographical questions, collect and record evidence and draw conclusions
To use maps to locate places they study
To recognise how places fit within a wider geographical context
To use 8 points of compass, symbols & keys
To use fieldwork to observe, measure & record

**History**
To place events, people and changes into correct periods of time
**British History:** Stone Age to Iron Age Britain, including:
- *hunter-gatherers and early farmers*
- *Bronze age religion, technology & travel*
- *Iron age hill forts*
To describe reasons for historical events, situations and changes in the period studied making appropriate links
To interpret a range of sources of evidence and record relevant information in a variety of ways
To use dates and historic vocabulary to communicate their knowledge and understanding
**RE - 3.1 Called by God / Christianity: Unit 1 God**
See separate planning

## Communication Language and Literacy
**Historical texts** (4 weeks)
Narrative writing—reading, acting out, studying and then writing stories with historical settings
Planning own story that is connected to a Historical exploration.
**Information texts** (3 weeks) —reading, studying and then writing own information texts
**Big writing** — To use the correct and appropriate **punctuation** within different forms of writing independently
**SPAG**— Introduction to speech marks to **punctuate** direct speech
**ICT-** Comic Life / Crazy Talk
To develop and refine ideas by bringing together and organizing text, images and sound as appropriate
To be sensitive to the needs of the audience and think carefully about the content
To talk about what they could improve in future work
**MFL** (Moi)
To introduce themselves, greet others and say how they are.
To respond to and ask questions about name and age.
To recognise some letter names in French.

---

**ONGOING MUSIC** Ukulele through music ensemble with county.
**Literacy** Stories set in historical settings (5 weeks)
**Week 1 and 2**
ICT—Why is e safety important?
History—When was the stone age?

ICT/Geog—How can Google maps teach us about Widdrington?
History—How did people hunt and choose the food they ate?
History—How were tools used to help with hunting, cooking and eating?
History/ Art—How and where did stone age people paint?

**Week 3 and 4**
ICT / Geog—How can we present things we have found on Google maps?
Art—What images were used in stone age paintings?
History—How did the stone age people care for those that had died?
History / Science—How and why were henges constructed?

ICT—How can I use imovie to present facts?
28TH SEPTEMBER—EUROPEAN DAY OF LANUAGES—ITALY
Geography / DT—What were the houses like that the farming stone age people lived in?
Science / Geog—How did living things get turned into stone?

**Week 5 and 6**
ICT—How can I use tellagami to present facts?
DT—How can rock buns be baked?
Science—What is evolution? Why does it happen?
Science—How can fossils teach us about pre living animals?

**Literacy** Information texts (3 weeks)
ICT—How can I use green screen to present facts?
Art—How can we replicate a clay pot from the stone age?
Art / Science—How can we identify species from fossil observation?
Art / Science—How do casts and moulds help fossil study?

**Week 7**
ICT—How can I use sock puppets to present facts?
Art—How can we use the stone age shadow art technique?
History/ ICT—What else can we ask and answer to learn about the stone age?
Art—How can we paint our clay pots to look like the stone age?

ICT / Geog—How can we create a virtual map of our own area?
Art—How does modern day pottery compare to the stone age?
History / ICT—What facts did you find interesting about the stone age?
ICT / History—Which ways can our facts be presented?

---

## Creative Development
**Art**
To record from first hand experiences and observations
To apply their different experiences of materials and processes
To compare ideas, methods and approaches and give their opinions
To appropriately use colour, pattern, texture, line and tone giving reasons for their choices
To investigate art, craft and design in the locality in a variety of styles and traditions
Improve mastery of techniques such as sculpture with varied materials –clay pots
**DT**
To generate and develop ideas, select appropriate materials and plan how they will make their design
To reflect on the progress of their work and identify ways they could improve their design and product
**Music**
To follow a steady beat
To understand the different of pitch
To understand how music is written down
To learn and perform a given tune on the clarinet

**Mathematical Development: (see LTP )**
Number and place value (NPV);
Measurement (MEA)
Mental addition and subtraction (MAS)
Mental addition and subtraction (MAS);
Written addition and subtraction (WAS)
Geometry: properties of shapes (GPS)
Mental multiplication and division (MMD)

*Weekly:* To apply to answer written number stories
**Target Numeracy:**
* develop and use written methods to support, record and explain the addition of 2-d and 3-d numbers
** refine and use efficient written methods to add 2-d and 3-d whole numbers and £ and p
*** use efficient written methods to add whole numbers and decimals with up to two places

**FOREST SCHOOL -** *TWO CAROUSELS OF THREE ACTIVITIES TO ALLOW FOR INCREASED USE OF THE POND FOR SCIENCE, ICT AND MATHS IN THE OUTDOORS*
How do you pond dip?
How can natural materials be used to create a sculpture?
How can you use a compass to navigate a map?

How can pond dipping data be collected and recorded?
How can natural textures and evidence in the environment be found?
How can a compass be used to navigate to places on a map?

**Physical Development (Indoors and Outdoors)**
**Games -** VS net/court/wall games (Y4 VS Unit 1)
To consolidate their striking skills and improve the control and quality
**Dance-** Celidah dancing
To understand and perform traditional northern folk dancing

---

## ECM
Be healthy
Stay safe
Enjoy and achieve
Economic well-being
Making a positive

**Discrete Learning**
**French**
'Moi'
**PSHE** : SEALs scheme
'New Beginnings
**RE**
3.1 Called by God
Christianity: Unit 1 God

**PSED (SEAL) New Beginnings**
To face new challenges positively
Work together effectively as a class
To make sensible choices
To understand the importance of being part of a community
To find out about each other and respect differences and opinions
To understand their actions affect them selves and others
To reflect on spiritual, moral, social and cultural issues

**Key**
Outside environment
Multiculturalism
Arts