

Different rocks have different properties and the formation of soil & fossils can be explained.

3.1.1 Describe in simple terms how fossils are formed when things that have lived are trapped within rock

- Using a story board, can you describe how fossils were created? (linked to Literacy)

Materials have physical properties which can be investigated and compared

3.2.1 Compare and group together different kinds of rocks on the basis of their appearance and simple physical

- Can you explore a variety of rocks and group them in different ways according to their observable features and attributes?
- Can you describe why early humans decided to use their chosen materials? What properties does each material have? (linked to Literacy)
- Looking at a range of different Stone Age artefacts, can you work out which materials were used to make it?



Autumn Term 1

**Science: Rocks - The Stone Age
How did early humans live?**

Different rocks have different properties and the formation of soil & fossils can be explained.

3.1.2 Recognise that soils are made from rocks and organic matter.

- Can you examine a piece of earth and identify the different materials that you can see?
- Assemble a variety of exciting exhibits for the Rock and Fossil Museum
- Using chocolate, can you explain how the three rock groups are formed?

Art in Context/History:

- **He/she can create images in the style of an artist from history backgrounds**

- Using charcoal, can you use your knowledge of Stone Age cave paintings to create your own?
- Can you research the appearance of early humans and how they have changed over time? Can you create drawings of these changes and describe them? (linked to

Developing/Applying Ideas:

- **He/she can use a sketchbook to record his/her observations and develop ideas.**

- Can you use the internet/books to find out about the Stone Age? (Linked to Literacy)
- Can you draw in your sketchbook any artefacts linked to the Stone Age?

Art and Design: How did early humans communicate?

Drawing:

- **He/she can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral.**
- **He/she can use pressure to create hard and soft lines and use soft lines to plan a drawing.**

- Can you copy and duplicate different pencil techniques, emulating soft and hard lines?
- Can you sketch a picture of a Stone Age family and shade using hatch and cross hatching?

Food: He/she can weigh ingredients to an appropriate level of accuracy

- As a class we will act as gatherers and forage for berries. Who can collect the most berries?
- Can you weigh how many grams of strawberries, blueberries and raspberries have you collected using a scale? Who has collected the most/least? (Linked to History)

Evaluate: He/She can evaluate his/her work against own design criteria

- Thinking about your own home, can you come up a list of design criteria that your Stone Age home must do?
- Can you test your design against your design criteria?
- How did your design perform? Write a report using your design criteria as a basis. (Linked to History)

Make: He/she can use a bradawl to mark hole positions

- When making your Stone Age soap box racer: Can you mark out where you will drill, using a bradawl? (Linked to History)

**Design & Technology:
How did early humans influence our lives?**

Make: He/She can use a hand drill to make tight holes and loose holes

- Researching Stone Age transport, can you design your own Stone Age vehicle? (Art link)
- Can you drill a tight hole into your wheels and fit a piece of dowel? (axle)
- Can you use a hand drill to drill a loose hole through the mid section of your soap box racer? (Linked to History)

Design: He/She can use given shapes on a computer program to create a design. e.g. Use a computer-aided design program to create a net for

- Can you create a 3D model of your soap box racer using a 2D net design programme? (purple mash) (Linked to Computing)
- Can you print out your net and create your model by cutting, gluing and sticking?

Design: He/She can design products that are functional and designed for purpose

- Can you design your own Stone Age home that could house your family? (Linked to Art)
- Can you explain the layout of your design and create a plan drawing?
- Can you label your design with dimensions/ measurements? (Linked to Numeracy)

Reading:

• **He/She can read aloud a familiar sentence, rhyme or poem**

- Can you research and learn a french poem to teach the rest of the class?
- Can you take part in a French rap?
- Can you add actions to your songs and rhymes to deepen your understanding?

Speaking and Listening

• **He/She can recognise and respond to sound**

- Can you begin to recognise words in French?
- Using songs, can you identify sound patterns?

Speaking and Listening

• **He/She can take part in brief prepared tasks of at least two or three exchanges, using visual or**

- Can you work with your partner to introduce your self and ask them how they are feeling?
- Can you respond to the above questions and begin to converse in French?

Speaking and Listening

• **He/She can use generally accurate pronunciation when reading aloud or using familiar words or phrases.**

- When speaking, can you accurately pronounce French words and phrases?
- When reading aloud, can you use accurate pronunciation?

French (Discreet)

Speaking and Listening

• **He/She can respond to topic related questions with a simple answer.**

- Can you respond to French greetings and introduce yourself?
- Can you identify the colour when asked?

Speaking and Listening

• **He/She can use short phrases to express personal responses for example, likes, dislikes and feelings.**

- Can you say what you are called and ask others what they are called?
- Can you identify a question word in French?
- Can you begin to identify the appropriate words and phrases to express your personal feelings?

Speaking and Listening

• **He/She can understand instructions, everyday classroom language and praise words.**

- Can you listen to and respond correctly to French instructions?
- Can you begin to understand French praise words?
- Can you understand everyday classroom language in French?

Human and Physical Geography

- He/She can describe and understand the workings of rivers, mountains, volcanoes and earthquakes.
- Can you research and investigate how the earth is shaped?
- Can you act out and role play how volcanoes and earthquakes happen or are created? (Linked to literacy)

Enquiry and investigation

- He/She can use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2.
- Can you use secondary sources of information (stories, internet, photographs and google earth) to research the physical features of different countries?
- Can you explain why the Stone Age people were nomadic? (Linked to history)
- How have the physical characteristics of these countries changed since the Stone Age? (Linked to history)

Geography

How has the geography of the Earth changed since the Stone

Human and Physical Geography

- He/She can describe and understand different types of settlement and land use.
- Whilst researching about Skara Brae, what does Skara Brae teach us about early humans? What clues do the dwellings give us?
- How is Skara Brae different to the homes that we live in today?
- How is the land that was used around Skara Brae different to the way land is used today?

Locational Knowledge

- He/She can locate the position of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic
- Can you identify countries in both the northern and southern hemisphere? What similarities and differences do you notice?
- Through discussion, can you explain what the equator is and how it effects countries?
- Can you locate on a map the Artic and Antarctic circles?

Historical understanding

- **He/She knows that the past can be divided into different periods of time.**

- Can you create a timeline and put important historical facts in chronological order (from Stone Age to Iron Age)? (Linked to Numeracy)
- Can you describe the difference between BC and AD?

Historical understanding

- **He/She can identify and describe changes between specific periods of history.**

- Can you describe where the Stone Age and Iron Age get their name from?
- Can you create a persuasive TV advert which advertises Stone Age artefacts? (Tools - Linked to Literacy)

Periods in history

- **He/She can discuss historical changes in Britain; what caused them and the impact**

- Can you describe how homes changed from the Stone Age to the Iron Age? Using the internet can you find out what caused this change?

History The Stone Age - How did early humans live?

Historical enquiry

- **He/She can create historically valid questions about similarities and differences.**

- Looking at various resources concerning Skara Brae, can you find evidence to ask historically valid questions?
- How has life in the Stone Age changed/ Do we still live like Stone Age people?

Historical enquiry

- **He/She can examine and compare artefacts**

- Can you describe unusual Stone Age artefacts? Can you describe how it feels?
- Can they discuss the function of the object and who would have used it? (linked to Design Technology)

Religious Knowledge

- He/She can suggest meanings for a range of forms of religious expression and note similarities and differences between religions.
- Can you describe how different religions express themselves? Can you create a leaflet describing the similarities and differences between the different religions? (linked to Literacy)

Religious Knowledge

- He/She can make links between values and commitments, and his/her own attitudes and behaviour.
- After learning of the Hindu story Rama and Sita, can you pick out the good and bad influences from the story?
- How do Hindus celebrate Diwali?
- Could you describe any similarities between you and your family to that of a Hindu and their family? (linked to PSHE)

Religious Education
What happens at the festival of Diwali?
Do the celebrations bring a sense of belonging to Hindus?

Religious Knowledge

- He/She can ask important questions about religion and beliefs, making links between his/her own and others' responses.
- Can you come up with a list of questions that you would like to ask one of the Hindu Gods?
- Can you think of answers to some of your peers questions? (linked to Literacy)