

Knowledge and Skills Organiser Year 3 & 4 Stone Age



Subjects covered by the national curriculum:

<p>English Stone Age Boy - Reading comprehension Study of stories with historical settings: Stig of the Dump, The Settlers and Wolf Brother Instruction and explanation after half term. SPAG - Prefixes, possessive apostrophes, plurals, and statutory words in first half then targets from PIXL tests. Plus word classes and recap of past grammar learning weekly in English.</p>	<p>Computing Power point Stop frame animation</p>	<p>Geography/History Stone Age Stone Henge Hunters and Gatherers Life in 3 different periods of Stone Age (Palaeolithic, Mesolithic, Neolithic) Prehistoric Animals Early settlements and land use</p>
<p>Maths Money, statistics, time then property of shape units in 1st half. In 2nd half more properties of shape, PIXL tests, mass, capacity, coordinates. Daily recap of calculations.</p>	<p>R.E Who is Jesus? What difference does being a Muslim make to daily life?</p>	<p>Art Cave paintings Stone age jewellery Stone age houses Mysteries of prehistoric art Sketching prehistoric animals D and T Design and make a stone-age shoes - sewing</p>
	<p>MFL La Chenille Qui Fait des Trous (The Hungry Caterpillar) Food /Days of the week Colours/ Description</p>	<p>Science Rocks Plants - importance of plants and function. Relate to uses of plants in Stone Age Animals and humans - stone age diet compared to our diet</p>
	<p>Enrichment Den building Story Café - Cave Baby, painting stones and cave paintings Junk modelling of Stonehenge Healthy Eating Week</p>	

The skills and knowledge you will develop in this topic:

Geographical Skills

- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of the needs of early settlers.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements.
- Compare land use in different settlements.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world in the context of identifying links between settlements.

Historical skills

- changes in Britain from the Stone Age to the Iron Age
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts,
- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a timeline
- Use correct terminology to describe events in the past
- Develop use of appropriate subject terminology

Art:

- Experiment with the potential of various pencils
- Accurate drawings of whole people including proportion and placement
- Shape, form, model and join
- Develop confidence working with clay, adding greater detail and texture.
- Sew simple stitches using a variety of threads and wool.
- Lighten and darken tones using black and white.
- Develop sketch books
- Develop artistic/visual vocabulary to discuss work
- Begin to suggest improvements to own work
- Experiment with a wider range of materials

- Present work in a variety of ways

Design Technology

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces
- Select from and use a wider range of materials and components, including textiles and ingredients, according to their functional properties and aesthetic qualities
- Measure, mark out, cut and shape a range of materials using appropriate tools
- Know that a single fabric shape can be used to make a 3D textiles product
- Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe.
- Understand that the seasons can affect food produce
- Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet.
- Prepare simple dishes hygienically and safely, where needed with a heat source.
- Use cooking techniques such as: chopping, peeling, grating slicing, mixing, spreading, kneading and baking
- To be able to use the internet to verify information and present findings using word processing.

Science

Rocks

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

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

Computing

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Animations: Pupils learn how to develop a storyboard and then create a simple animation using stop motion.

RE:

Big Question: Who is Jesus?

- Establish the life span of Jesus and who he was. Introduce the concepts of incarnation and salvation that mark the start and end of his life on earth.
- Recap on incarnation and salvation - and the belief of Christian's that Jesus was God's son on earth. He was part of the Holy Trinity.
- Explore the stereotypes of Jesus and begin to understand that social and cultural influences can determine how we see Jesus
- Why do different groups of Christians from around the world use different images of Jesus and see him in different ways?

Big Question: What difference does being a Muslim make to daily life?

Concept: Ummah (community)

Operational Questions: What is a Muslim? What do they look like? Where do they worship? Who do they worship? What are the 5 pillars? What is Zakat? What is Ramadan? What is Id ul Fitr? How does it fit into their daily life - reality? *S/H sciences focus*

MFL (French)

- Learn nouns for different fruit, food, days of the week
- Listen, understand and retell a story in French,

- Ask 'What do you want?' and respond 'I want' in French

Home Learning ideas:

- Find out about fossils and how they are made (design and make your own fossil)
- Create a factfile/presentation about an animal, fossil or rock
- Draw and list animals that existed during the Stone Age
- Read historical books about the Stone Age
- Keep a diary of food you eat in a week.
- Grow your own herbs for cooking.

Vocabulary I need to know:

Geography - Settlement, settler, site, need, shelter, food, defence, water, fuel, building materials, agriculture, transport, invader, village, town, city, land use, retail, leisure, housing, business, industrial, agricultural, key, symbol, Skara Brae, Stonehenge, Orkney Islands

History - Palaeolithic, Mesolithic, Neolithic, domesticate, hunter-gatherer, Pre-history, nomad

Science - , igneous, sedimentary, metamorphic, fossil, adaptation, anther, bloom, carbon dioxide, dispersal, environment, filament, flower, germination, nectar, nutrient, oxygen, petal, photosynthesis, pollen, pollination, reproduction, root, seed, sepal, stamen, stem, stigma

Art -investigate, explore, recreate, symmetry, style, mould, silhouette

D.T -healthy diet, Eat Well Plate, carbohydrates, proteins, fats, oils, vitamins, minerals, running stitch, back stitch, ladder stitch

RE -Muslim, prophet Muhammad, followers, the 5 pillars, Zakat, Ramadan, Id ul Fitr, Allah, Mecca, The Qur'an, mosque, incarnation, salvation, healer, steward, Gospel, commandment,

MFL- une pomme / les pommes, une poire / les poires, une prune / les prunes, une fraise / les fraises, une orange / les oranges, les jours de la semaine - lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, une tranche de gateau au chocolat, un cornet de glace/une glace, un cornichon, une tranche de fromage, une rondelle de saucisson, une sucette, une portion de tarte aux fruits, une saucisse, une madeleine, une tranche de pastèque

By the end of our topic the children will:

Understand when and where people lived during the Stone Age and where it sits within the chronology of history. Children will know which materials people used and how we can use this knowledge to be resourceful in the modern world. In addition to this, they will begin to understand specific terminology, make links to other periods of history and films/documentaries inspired by the Stone Age and know how land has been formed locally in Norfolk. Also, children will get the chance to build dens and use their creative flair using inspiration from the time period to make objects and paintings in the style of Stone Age art, sculpture and jewellery.