

Topic – Early Man



Maths Learning across autumn term (White Rose scheme)

- Number: Place Value - 3 weeks
- Number: Addition & subtraction - 5 weeks
- Number: Multiplication & Division – 3 weeks

Consolidation week

Number & calculation

- ❖ Rich investigation: Stone Age Counting – based on 25000 year old drawings found in La Pileta Cave in Spain – design own prehistoric counting system
- ❖ Create a timeline showing key periods for early man with key events/changes
- ❖ Calculate how long ago the stone/bronze and iron ages were and how long each lasted
- ❖ Famous Cave painting found in Lascaux, France can be dated as being 17300 years old. If this number has been rounded to the nearest 100, how old could the paintings be?
- ❖ Investigate what is older: Stonehenge, Long Man of Wilmington and White Horse of Uffington. Encourage the children to order from oldest to youngest!

Position and Movement

- ❖ Map out a prehistoric settlement on a grid e.g. Skara Brae, using coordinates

Data collection

- ❖ Record investigations using graphs e.g. height at which different rocks break (axes - type of rock tested versus height of drop)

Shape

- ❖ Names the shapes found at Stonehenge. Are all of the blocks rectangular? Are some hexagonal? Investigate the different names of shapes. Burial mounds were popular in the Stone Age and Iron Ages. Find examples of the largest 3D shapes.

Measurement

- ❖ Make a model of a prehistoric settlement or Stonehenge using scale
- ❖ Children receive a letter from a museum professor with the task of designing different sized enclosures for a variety of Stone Age animals (work on perimeter)
- ❖ Weigh & measure e.g. different rocks /fossils and record results
- ❖ How far is Stonehenge from where we are? Challenge the children to calculate the distance from their location to Stonehenge. Can they calculate how many km it is? How many metres is this?
- ❖ Investigate height of stones in Stonehenge. What would the heights be if they were halved? Quartered?