



The Stone to Iron Ages

Rocks  
Magnets and Forces

Key questions

- Why was it called the Stone Age?
- When was the Stone/Bronze/Iron Age?
- What was life like in the Stone Age?
- Where did people live?
- What did they wear?
- What did they eat?
- When and why did the Stone Age end?

Starting  
Point

Children's contribution  
to planning

Topic page to assess what  
we know/want to find out

Children write questions at  
the start of the unit which  
are built into planning and  
displayed on the topic board

Trips & Core Resources

Celtic Harmony – Stone Age village workshop  
Science Museum – 'Feel the Force' show

Outcomes for Learners

- Have a clear understanding of chronology and where periods of time fit in
- Look at changes in Britain from the Stone age to the Iron age
- Compare different periods of time noting similarities and differences
- Collect information about the past from a variety of sources
- Be able to use appropriate vocabulary to describe periods of time
- Devise questions about change, causes of change, similarities and differences.

## Cross Curricular Links to Topic

### Core

### Foundation

#### English

*Stories with a historical setting, non-chronological reports, poetry*

- using 'Stone Age Boy' as a text for whole class reading and writing sessions
- Reports on Stonehenge and the Rock Cycle
- Calligrams and Shape poems inspired by the Stone – Iron ages

#### Maths

- Mapping – using coordinates to map out a prehistoric settlement
- Weighing/measuring different rocks and fossils
- Calculating how long ago the Stone/Bronze/Iron Ages were

#### Art

- Portraiture – realistic self-portraits and Modigliani portraits
- Illustrations inspired by *Stone Age Boy*
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#### PSHE

#### **Drug, alcohol and tobacco education: Tobacco is a drug**

- the definition of a drug and that drugs (including medicines) can be harmful to people
- about the effects and risks of smoking tobacco and second-hand smoke

#### **Keeping safe and managing risk:**

- Bullying – see it, say it, stop it
- to recognise bullying and how it can make people feel
- about different types of bullying and how to respond to incidents of bullying
- about what to do if they witness bullying

<p><b>Science</b></p> <p><b>Rocks and Soils</b></p> <ul style="list-style-type: none"> <li>To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>To describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>To recognise that soils are made from rocks and organic matter</li> </ul> <p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<p><b>Spiritual Moral Social Cultural Development</b></p> <ul style="list-style-type: none"> <li>Considering and comparing religious beliefs respectfully</li> <li>Understanding right and wrong in relation to school rules and bullying</li> </ul>	<p><b>RE</b></p> <p><b>What do different people believe about God?</b></p> <ul style="list-style-type: none"> <li>Exploring and comparing different belief about God</li> <li>Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).</li> <li>Ask questions and come up with the own ideas about God</li> <li>Identify why people feel believing in God makes a difference to their lives</li> <li>Autumn religious festivals</li> </ul>
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<h2>National Curriculum Objectives (not topic linked)</h2>	
<p><b>Computing – Purple Mash</b></p> <p>Unit 3.1: Coding Main Programs – 2Code</p> <p>Unit 3.2: Online Safety Programs – 2Connect (MindMap) 2Blog (Blogging)Writing Templates</p>	
<p><b>History</b></p> <p><b>Early Man – Stone to Iron Ages</b></p> <ul style="list-style-type: none"> <li>Have a clear understanding of chronology and where periods of time fit in</li> <li>Look at changes in Britain from the Stone age to the Iron age</li> <li>Compare different periods of time noting similarities and differences</li> <li>Collect information about the past from a variety of sources</li> <li>Be able to use appropriate vocabulary to describe periods of time</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Location of settlements</li> <li>Countries of the British Isles</li> </ul> <hr/> <p><b>DT – Stone Age clay pots</b></p>

<p>•Devise questions about change, causes of change, similarities and differences.</p>	
<p><b>Music</b></p> <p><b>Autumn 1 Recorder! – Learning simple songs using notes B and A.</b></p> <p><b><u>Recorder</u></b></p> <p>Singing/ Practising Rhythm</p> <p>Recorder basics and technique:</p> <ul style="list-style-type: none"> <li>- Learning simple songs with a focus on playing position, blowing, using the tongue, fingering etc.</li> <li>-Play simple recorder melodies</li> <li>-Solidifying understanding of B and A.</li> <li>- By end of the term majority of children should be able to tick off the following statements:</li> </ul> <p>My left hand is on top.</p> <p>My fingers are covering the correct holes.</p> <p>The finger holes are completely sealed.</p> <p>My air stream is gentle and steady.</p> <p>I am silent during one count rests.</p> <p>SECURE PLUS =</p> <p>I am using my tongue to separate the notes as I play them.</p> <p>I can move my fingers smoothly up and down to change notes.</p> <p>I am blowing steadily to the end of long notes.</p> <p><b><u>Autumn 2: CHRISTMAS SHOW</u></b></p> <p>Learning Christmas songs.</p> <p>Performing with actions.</p> <p>Linking in with Drama performance.</p>	<p><b>PE</b></p> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>To develop ball handling skills.</li> <li>To practice throwing and catching.</li> <li>To develop passing and moving.</li> <li>To be able to play within the footwork rule.</li> <li>To develop passing and moving towards a goal.</li> <li>To be able to lose a defender.</li> <li>To be able defend an opponent and try to win the ball.</li> <li>To develop the shooting action.</li> <li>To play small sided games using netball rules.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>To be able to create interesting point and patch balances.</li> <li>To be able to match a partner in a sequence.</li> <li>To be able to step into shape jumps with control.</li> <li>To develop the straight, barrel, and forward roll.</li> <li>To be able to move into and out of balances smoothly.</li> <li>To create a sequence with matching and contrasting actions and shapes.</li> <li>To explore skills to include hoops.</li> <li>To create a partner sequence incorporating equipment.</li> </ul>
<p><b>Growth mind-set</b></p> <p>To understand what failure feels like; encouraging people to try</p> <p>To understand what happens in your brain when you learn</p>	<p><b>French</b></p> <p>France &amp; French speaking countries</p> <p>Asking &amp; saying how you feel</p> <p>Asking &amp; saying your name</p> <p>Numbers 1 to 10 &amp; colours introduction</p> <p>Consolidation of colours</p>

## Termly Overview of Cross Curricular & Blocked units of Work

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
History – Early Man	History – Early Man  English – <i>Stone Age Boy</i>	History – Early Man  English – <i>Stone Age Boy</i>	History – Early Man  English – <i>Stone Age Boy</i>	History – Early Man  English – Stonehenge reports	History – Early Man  English – Stonehenge reports	History – Early Man  English – Stonehenge reports
Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Science – Rocks  English – Rock poetry	Science – Rocks  English – rock cycle information text	Science – Rocks  English – rock cycle information text	Science – Rocks  English – Mary Anning drama	Science – forces and magnets  English – forces poster	Science – forces and magnets  English – forces poster	Science – forces and magnets  English – how to make a magnet instructions