



# Stone Age to the Iron Age

## Lostledan Class



### Loving

**The children will explore a sense of love through:**

Working together and building a team.

Understanding and empathising with the character 'Ug'.

Connecting with the outdoors.

Discovering Celtic life, their beliefs and festivals.

Enjoying the Christmas festivities.

### Learning

**The children will learn about:**

Different types of rocks.

Prehistoric animals.

The differences between Neanderthals and Homo sapiens.

Floating and sinking.

A range of materials and their properties.

Lithophones and how to create one.

### Living

**The children will have the opportunity to live by:**

Creating their own 'caves' and exploring shadows.

Designing and making tools for hunting.

Building a biscuit Stonehenge.

Designing and creating a pair of comfortable trousers for 'Ug'.

Visiting Stone and Iron Age sites (possibly).

### Recommended Texts

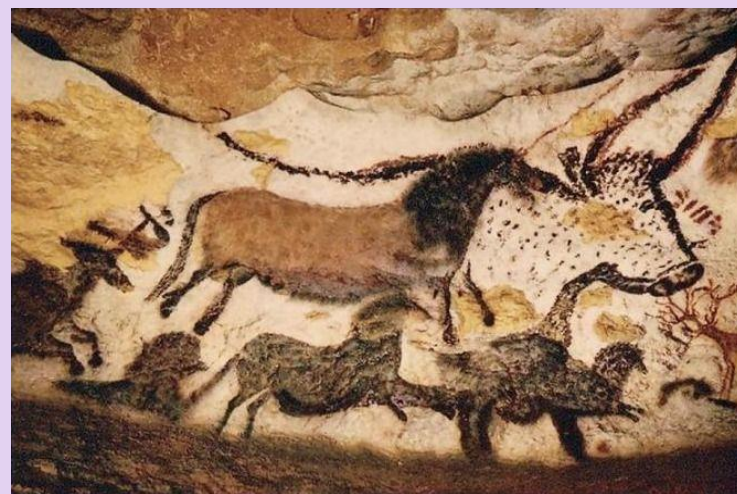
**Texts you can dive into at home:**

*The Stone Age: Hunters, Gatherers and Woolly Mammoths*  
by Marcia Williams

*The First Drawing*  
by Mordicai Gerstein

*Look Inside the Stone Age*  
by Abigail Wheatley

*Stig of the Dump*  
by Clive King





# Stone Age to the Iron Age – Theme Content

## Core Subjects

### Writing

- Write a character description for 'Ug'.
- Compose a set of instructions for creating a Stone Age tool.
- Innovating a comic about a Stone Age character.
- Create a fire safety poster.
- Write a recount.

### Mathematics

#### Number – Place Value

- Children to use a range of manipulatives and stem sentences to understand place value.

#### Number – Addition and Subtraction

- Children to learn visual and written methods to understand the concepts of addition and subtraction.

#### Measurement – Shape

- Children to be confident in recalling properties of shapes.

#### Measurement – Length and Height

- Children to explore, compare and order measurements of length and height.

### Science

- Consider the properties of a range of materials and their suitability for everyday objects.
- Investigate a range of rocks and their properties.
- Discover what makes an object float or sink.
- Learn about some prehistoric animals.
- Understand what humans need for survival.

## Personal Development

### Spiritual

- Christianity – What are the main themes surrounding the Nativity? Why is this story important to Christians around the world? How do we celebrate Christmas?

### Moral

- Why is it important to establish and follow rules?
- How will we work together and support one another during this strange time?

### Social

- Consider how best to work as a team to solve problems.
- Listen and share ideas, taking turns and understanding different points of view.

### Cultural

- How are our lives different to the lives of people during the Stone Age?
- What was Celtic culture?
- How do people celebrate Christmas around the world?

## Foundation Subjects

### History & Geography

- Learn about how life changed from the Stone Age to the Iron Age.
- Consider how people lived during these eras.
- Discuss how humans have evolved over time.
- Look at tin mining in Cornwall.
- Research Skara Brea through maps and aerial photographs.
- Consider how the land has changed in Britain since the Stone Age.

### Art and Design & Design and Technology

- Create cave markings on pebbles using chalk.
- Sketch a portrait of a Neanderthal.
- Create Summer and Winter Solstice 'glass' art.
- Draw iron weapons with charcoal.
- Create a shell necklace.
- Design and create a wooden cart.
- Design and create a pair of comfortable trousers for 'Ug'.

### Music & Physical Education

- Listen to the sounds of some Stone Age percussion instruments.
- Learn chants, songs and hymns.
- Make a lithophone.
- Work on team building and orienteering skills.
- Develop our physical literacy skills.

### Computing

- Create a stop motion animation of a Neanderthal and a Homo sapiens.
- Use Google Maps and Bing Maps to explore Stone Age and Iron Age sites.
- Develop a comic using Book Creator.



# Stone Age to the Iron Age – Links to National Curriculum

## Core Subjects

### Writing

- Sequencing sentences to form short narratives. (Year 1)
- Writing for different purposes. (Year 2)
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. (Year 3)

### Mathematics

- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. (Year 1)
- Compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$ . (Year 2)
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. (Year 3)

### Science

- Describe the simple physical properties of a variety of everyday materials. (Year 1)
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Year 2)
- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Year 3)

## Foundation Subjects

### History & Geography

- Events beyond living memory that are significant nationally or globally. (KS1)
- Changes in Britain from the Stone Age to the Iron Age. (KS2)
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. (KS1)

### Art and Design & Design and Technology

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. (KS2)
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. (KS1)
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. (KS1)
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. (KS2)
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. (KS2)

### Music & Physical Education

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes. (KS1)
- Listen with attention to detail and recall sounds with increasing aural memory. (KS2)
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. (KS1)
- Participate in team games, developing simple tactics for attacking and defending. (KS1)
- Use running, jumping, throwing and catching in isolation and in combination. (KS2)
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending. (KS2)
- Take part in outdoor and adventurous activity challenges both individually and within a team. (KS2)

### Computing

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (KS1)
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. (KS2)