



## Art and Design

- Pupils study and discuss earliest examples of human creativity and expression; prehistoric cave paintings, wall frescoes, sculpture.
- Pupils draw their own versions of animals in style of prehistoric cave painting. Pupils will use charcoal, natural pastels and make their own pigment colours to replicate resources available to prehistoric artists.
- Finished frieze to be included in survival pack to

## English

- Comprehension: Compare and contrast a range of fiction and non-fiction texts relating to the Stone Age periods, looking at differing structures and purposes of texts.
- Build in opportunities for discussion of shared texts and those that they are reading independently.
- Build in opportunities for information recording and retrieval linked to research for Time Traveller activity below
- Composition: Destination Stone Age Britain! Pupils to write detailed advice and guidance for any time travellers who are thinking about travelling back in time to the Stone Age – what to expect and how to survive!
- Information pamphlet.

## Set in stone?

## Computing

- Learn the Scratch interface.
- Use the drawing tools to create backgrounds and sprites.
- Program simple movement of their main character and interact with other

## French

- The pupils will learn to tell each other what type of house they live in through the context of Pierre, the stone-age boy
- Use authentic website to learn about the caves of Lascaux
- The pupils will engage in simple conversations, asking and answering questions about where their houses
- Extend knowledge of French phonics - explore the patterns and sounds of language through songs and rhymes
- Begin to read and write simple words using a model – complete a simple profile about themselves
- Listen to authentic stories

## Music

- Using drums, blocks, shakers and chanting voices, pupils work together to compose and perform a piece of music entitled the Hunters' Return or similar.
- This is likely to link with work in P.E/ dance.
- Recording of finished composition to be included in survival kit for sharing with Stone

## History

- How do we know? Archaeological evidence of different types and its interpretation (e.g. Star Carr, Flixton Island, etc)
- What was the impact of farming? Transition from hunter gatherer lifestyle to more settled way of life.
- How creative were early peoples? Role of skilled workers and designers; smelting of metal; making of pottery; decoration and design.
- What is the legacy of this period? Stonehenge and other sites; living in groups or tribes; trade and communications.
- Ordering.
- Chronology.
- Identifying anachronisms.

## Applied Maths

### Using and applying in this Unit link to:

- Place value and ordering numbers
- Fractions
- Measures
- Recognising right angles

## Design and Technology

- Use appropriate tools, materials and equipment to make a simple summer shelter for a nomadic hunter-gatherer family.
  - **The shelter will need to be:**
    - light but strong
    - easy to assemble
    - big enough for four individuals
    - able to provide shade
    - able to keep occupants dry
- Finished shelter to be included in survival kit as a gift to

