

# Stone Age

## Year 3 Autumn Term 2

### What I already know and can do:

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- To cut threads using scissors and choose fabrics for a collage.

### Key Vocabulary I will learn:

Stone Age	A prehistoric period when weapons and tools were made of stone or of organic materials such as bone, wood, or horn
Bronze Age	A prehistoric period that followed the Stone Age and preceded the Iron Age, when weapons and tools were made of bronze rather than stone.
Iron Age	A prehistoric period that followed the Bronze Age, when weapons and tools came to be made of iron.
Rocks	A hard material made up of one or more minerals
Fossils	The remains or traces of plants and animals that lived long ago.
Igneous Rocks	A type of rock that has formed by the cooling and hardening of molten lava or magma.
Sedimentary Rocks	A rock that is made when sand, mud and pebbles get laid down in layers.
Metamorphic Rocks	A rock that has changed due to heat and pressure.

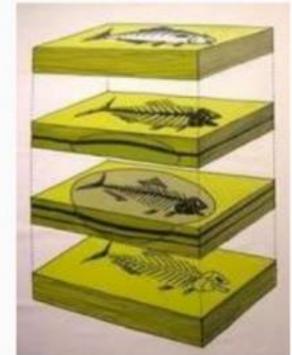
### My new learning is:

- 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.
- To find out what happened in the Stone Age, Bronze Age and Iron Age.
- To look at different homes from the Palaeolithic, Mesolithic and Neolithic times.
- To find out what people ate in the Stone Age and how their diet changed.
- To find out what we know about Skara Brae and Stonehenge
- Use smaller holes to weave increasing accuracy.
- Weaving to create texture and pattern.



### Steps of fossilization process

1. An animal dies. Ex: a fish.
2. The fish goes to the seabed.
3. Mud and other sediments bury the body in the deeper of the ocean.
4. Turns to fossil: takes million of years and the fossil will appear on the surface of soil.





**Year 3 will be exploring the topic ‘Stone Age’. This unit will have a focus on developing the children’s knowledge, skills and understanding in History.**

**Maths Learning**

Number: Addition and Subtraction

- Subtract a 2-digit number from a 3-digit number – crossing 10 or 100
- Add two 3-digit number – not crossing 10 or 100
- Add two 3-digit number – crossing 10 or 100
- Subtract a 3-digit number from a 3-digit number – no exchange.

Multiplication and Division

- Multiplication – equal groups
- Multiply by 3
- Divide by 3
- Multiply by 4
- Divide by 4
- Multiply by 8
- Divide by 8

**English Learning**

We will be reading –

‘Stone Age Boy’ by Satoshi Kitamura  
‘How to Wash a Woolly Mammoth’ by Michelle Robinson

Narrative

To compose and rehearse ideas orally before writing.  
To begin to create characters and plot in narratives  
To begin to use ideas from their own reading and modelled examples to plan their writing.

Instructions

Recap features of instructions.  
Using numbered sequences.  
Use imperative verbs and prepositions.

Poetry

Writing a narrative poem  
Recognising features of poems – similes and onomatopoeia

**Home Learning**

Parents can support

- Read at home regularly
- Practise handwriting and spelling commonly used words in a sentence.
- Play TT Rockstars.
- Practice spellings set for week.
- Complete homework tasks set using ‘Google Classroom.’
- Find rocks in your garden or in local park and describe if they are hard or smooth.
- Prepare and cook a stone age feast.
- Look at stone age clothing and perhaps make your own.

