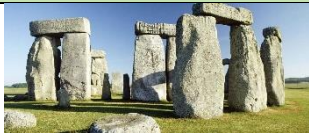


Topic UU Summer Term Savage Stone Age 2026 Class and Year Groups: UU Year3/4

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to: - Recall what happened in the Stone Age. Confidently discuss life in the Stone Age and how it compares to life today. Show a chronologically secure knowledge of events in the Stone Age. Use a range of sources to find out about a period. Communicate their knowledge and understanding. Children will be able to give examples of natural and man-made rocks. They will be able to group rocks by their properties and identify simple similarities and differences. They will be able to explain, using simple scientific language, how soil is formed.</p>	<p>KEY FOCUS AREAS</p> <p>History: Life in the Stone Age and how it compares to life to today.</p> <p>Geog: Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p> <p>Science: Rocks and soils</p> <p>ART: Cave paintings and Stonehenge landscapes Natures art: Andy Goldsworthy.</p>		<p>SYNOPSIS: Weeks</p>	
			Week 1	Stone age timelines BC and AD. Palaeolithic, Mesolithic and Neolithic times.
			Week 2	BISHOP WOOD TRIP (History)
			Week 3	How Did People Survive During the Stone Age?
			Week 4	RESIDENTIAL and AZTEC TRIP What Changed for People During the Stone Age?
			Week 5	How Do We Know About Life in the Stone Age?
			Week 6	To find out what we know about Skara Brae.
<p>SCIENCE: Rock and soils: Give examples of natural and man-made rocks. Group rocks by their properties and identify simple similarities and differences. Explain the difference between a bone and a fossil. Explain, using simple scientific language, how soil is formed. Make and record observations accurately.</p> <p>Working scientifically asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of result and conclusions, using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>KEY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What is Palaeolithic, Mesolithic, Neolithic? 2. What does BC and AD mean? 3. What was life like in the Stone Age? 4. Where is Skara Brae? Why is it important? 5. What is Stonehenge? 6. How do we know about the Stone Age? 7. Why was it called the Stone Age? 8. Where would you find the settlements? 9. Which materials were used in the Stone Age? 		<p>KEY VOCAB:</p> <p>Palaeolithic Mesolithic Neolithic Settlements Fossil Hunter gathers Preserved Skara brae</p>	
	<p>Opportunities for Extension</p>			
			<p>Take an interactive tour of Stonehenge with 360° views from inside the monument. Select the hotspots to find out more. Complete the Purple mash Stone Age tasks online.</p>	
			<p>Dig for fossils, go hunter gathering with an adult, research an aspect of the Stone Age and present using ICT, art or writing.</p>	
	<p>Vertical Drivers and Opportunities for Enrichment</p>			
<p>Driver: Celebration of Diversity. Staying Safe Places to visit: Stonehenge. The world of Stonehenge British Museum</p>				

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<p>ENGLISH: Purpose for writing: To Inform (explanation) and To Entertain. Stone Age boy, adventure story, How to wash a woolly mammoth: instructions, Stone age poetry</p> <p>READING Whole class KEY TEXT(S): Cliffhanger: J. Wilson Author of the term</p> <p>Read and Respond: Stone age boy (fiction) and Wolly mammoth (non fiction) Dinosaur Land (magic fossil)</p>	<p>MATHS:</p> <p>Y3: Fraction, Money, Time</p> <p>Y4: Decimals, Money, Time</p>	
<p>MFL: Holidays: To listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ read carefully and show understanding of words, phrases and simple writing and appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly 		
<p>PE: Cricket and Tag Rugby</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>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</p>	<p>MUSIC: Charanga: Blackbird</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Geog: To research and discover information about places Skara Brae, Stonehenge, Lascaux: France and their relevance to the Stone Age period. To understand types of settlements in modern Britain: comparing villages, towns, cities. Types of settlements in Early Britain linked to History. Why did early people choose to settle there? Identify features on aerial/oblique photographs. Draw a sketch map from a high view point.</p> <p>History: To find out what happened in the Stone Age. Consider life in the Stone Age and how it compares to life to today. To develop a chronologically secure knowledge of events in the Stone Age. Use a range of sources to find out about a period. Recall, select and organise historical information. Communicate their knowledge and understanding. Use terms related to the period and begin to date events Understand more complex terms eg BC/AD</p> <p>Art. To create cave paintings and Stonehenge landscapes,</p> <p>Artist/observations. Changing the Texture Of paint.</p> <p>Line: (chalk/charcoal)outline of animals, stick men, weapons Natures art: Andy Goldsworthy.</p> <p>Charcoal sketching: Fossils</p>
<p>PSHE and RSE:</p> <p>Healthy lifestyles</p> <p>BRITISH VALUES: Individual Liberty</p> <p>School Value: Friendship</p>	<p>ICT/COMPUTING: PURPLE MASH: LOGO and Hardware Investigators</p> <p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. to use sequence, selection, and repetition in programs; work with variables and various forms of input and output. To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. To 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. To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	

Topic UU Summer Term Savage Stone Age 2026 Class and Year Groups: UU Year3/4

ASSESSMENT DESCRIPTORS	
Science Targets - A Year 3 Scientist	Science Targets - A Year 4 Scientist
<ul style="list-style-type: none"> • ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> • ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <p>identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings.</p>
History Targets - A Year 3 Historian	History Targets - A Year 4 Historian
<ul style="list-style-type: none"> • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts • Find out about every day lives of people in time studied • Compare with our life today Identify reasons for and results of people's actions <p>Understand why people may have wanted to do something Distinguish between different sources - compare different versions of the same story Look at representations of the period - museum, cartoons etc</p> <ul style="list-style-type: none"> • Observe small details - artefacts, pictures • Select and record information relevant to the study 	<ul style="list-style-type: none"> • Place events from period studied on time line • Use terms related to the period and begin to date events Understand more complex terms eg BC/AD • Look for links and effects in time studied. Offer a reasonable explanation for some events • Look at the evidence available. Begin to evaluate the usefulness of different sources • Use text books and historical knowledge. Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions. Use the library and internet for research • Recall, select and organise historical information
Art Targets - A Year 3 Artist	Art Targets - A Year 4 Artist
<ul style="list-style-type: none"> • Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. • Consider health & safety when planning & carrying out tasks • Experiment with different effects and textures eg blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales e.g. thin brush on small picture etc 	<ul style="list-style-type: none"> • Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials • Include health & safety precautions when planning and carrying out tasks. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process.

Topic UU Summer Term Savage Stone Age 2026 Class and Year Groups: UU Year3/4

<p>PE Targets - A Year 3 Cricket and Tag Rugby Player</p> <ul style="list-style-type: none"> • throw and catch with control to keep possession and advance up the pitch/court • be aware of space and use it to support team-mates and cause problems for the opposition • choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent • know and use rules fairly to keep games going • use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy • choose and vary skills and tactics to suit the situation in a game • set up small games through knowing the rules, using them fairly to keep games going; 	<p>PE Targets - A Year 4 Cricket and Tag Rugby Player</p> <ul style="list-style-type: none"> • throw and catch with control, accuracy and speed to keep possession and advance up the pitch/court • be aware of space and use it to support team-mates and cause problems for the opposition - make the right decisions • choose and use a range of tactics for sending the ball in different ways to make it difficult for their opponent to intercept • use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with control and accuracy; • choose and vary skills and tactics to suit the situation in a game - increasingly complex situations • set up games through knowing the rules, using them fairly to keep games going
<p align="center">MFL Targets - A Year 3 Linguist</p>	<p align="center">MFL Targets - A Year 4 Linguist</p>
<p>Understand a few familiar spoken words and phrases - e.g. Say and/or repeat a few words and short simple phrases - e.g. Recognises and reads out a few familiar words or phrases - e.g. from stories and rhymes, labels on familiar objects, the date. Use visual clues to help with reading. Understand and respect that there are people and places in the world around me that are different to where I live and play. Understand that some people speak a different language to my own.</p>	<p>Understand a range of familiar spoken phrases. Answer simple questions and give basic information. Understands some familiar written phrases. Begin to spell some commonly used words correctly. Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.</p>
<p align="center">Music Targets - A Year 3/4 Musician</p>	
<ul style="list-style-type: none"> • Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Identify phrases that could be used as an introduction, interlude and ending. • Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds. Choose instruments on the basis of internalised sounds. • Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. • Create descriptive music in pairs or small groups. 	