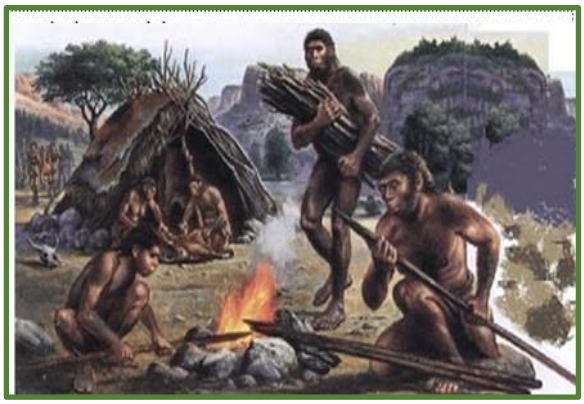
THE CHURCH OF ENGLAND
Diocese of Norwich

Ashill V.C. Primary School

My Learning Discovery



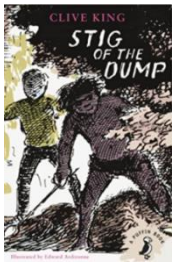



Year 3/4

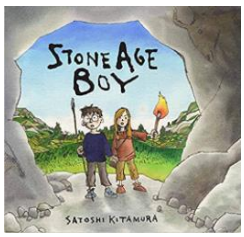
The Stone Age to Iron Age

Spring Term 1 & 2 2027

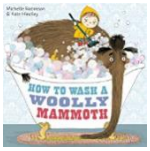
The Stone Age to Iron Age



By an author who made Norfolk his home in later life, Clive King, wrote this book based on his own experiences of playing in a chalk pit while growing up. This now classic book allows the children to contrast living in the 1960's with today's world and aids their historical understanding of the Stone Age through the artefacts and behaviours of Stig as one of the main characters.



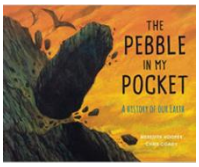
By Satoshi Kitamura. "A little boy is walking along when he trips, stumbles and falls ... into the Stone Age! He meets a girl his own age and her tribe, and learns all about their way of life. He watches them make tools, clothes and weapons. He sees how they hunt, fish, cook, celebrate – and even how they paint on the walls of caves. But when a furious cave bear attacks, he wakes up back in his own time where everyone tells him it was only a dream. But was it?"



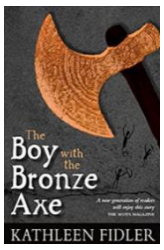
This book is used to inspire the children to write their own set of instructions for washing a woolly mammoth.

Michael Rosen's well know poem, "I was born in the Stone Age' inspires the children to have a go at writing their own version, to see if they can blend modern livings item references with Stone Age ways of life.

Additional texts to support learning:



"Where do pebbles come from? How were they made? This book tells the story of a pebble, from its origins in a fiery volcano 480 million years ago to a busy, modern landscape. Inspires the children to think about the very stones that are under their feet and appreciate the stones and rocks of the world and how they are formed" – links to our 'rocks' science lessons.



"Kathleen Fidler's classic story is set in the ancient Stone Age village of Skara Brae on Orkney. This is a fascinating and vividly portrayed story of life nearly 3,000 years ago. Kali and Brockan are in trouble. They have been using their stone axes to chip limpets off the rocks, but they've gone too far out and find themselves trapped by the tides. Then, an unexpected rescuer appears, a strange boy in a strange boat, carrying a strangely sharp axe of a type they have never seen before."

Further opportunities in maths and English

Maths	English
• Compare different types of rocks – science. • Order significant events and dates on a timeline – history. • Sequencing sounds – computing. • How printing can be used to make numerous designs – art. • Track an opponent -PE • Write rhythm notation using ½ beat, 1 beat, 2 beat and 4 beat notes – music.	• Observe carefully and systematically, presenting findings using scientific vocabulary. • Record observations and present the results of investigation using scientific language. • Ask and answer questions about old and new objects – history. • Explain the relationship between an event and an action – computing.

In support of our Christian Vision as a school, opportunities for spirituality are provided for the children to foster deep feelings inside, of being part of something bigger on the outside, and the connectedness of ourselves to this.

Further opportunities for Spirituality this term:
Experiences of Awe and Wonder: • **Through Science lessons:** Exploring the natural world, noticing its beauty, and appreciating its complexity can spark a sense of wonder. • **In English and RE looking at stories:** Engaging with stories that explore themes of good and evil, courage, and compassion can stimulate reflection and discussion. • **Creative Arts:** Allowing children to express their feelings and ideas through art, music, and drama can be a powerful way to explore spirituality. **Developing Emotional Awareness: through PSHE, RSHE and RE lessons** • **Recognizing Feelings:** Helping children identify and name their emotions, both positive and negative, is a crucial step in spiritual development. • **Empathy and Compassion:** Encouraging children to understand and share the feelings of others fosters a sense of connection and concern for the well-being of others. • **Self-Awareness:** Creating opportunities for self-reflection and appreciation of their own uniqueness can build self-esteem and a sense of purpose. **Opportunities for Reflection: through all subjects** • **Quiet Time:** Providing moments of quiet reflection, perhaps after a stimulating activity, can allow children to process their experiences and feelings. • **Discussions:** Creating a safe and supportive environment for children to share their thoughts and feelings about big questions can be very valuable. **Connecting to Something Bigger: through RE, History, Geography and PSHE lessons** • **Values and Beliefs:** Exploring concepts like kindness, honesty, and fairness, and how these relate to their own lives and the lives of others. • **Meaning and Purpose:** Asking open-ended questions about the world and their place in it can encourage children to think about meaning and purpose. • **Belonging:** Fostering a sense of belonging to their school community, their families, and the wider world.

In Science, in Spring 1, we will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. We will describe in simple terms how fossils are formed when things that have lived are trapped within rock and from this recognise that soils are made from rocks and organic matter.

Science
Year 3 & 4
• I can compare different types of rocks. • I can group rocks based on their properties, making systematic and careful observations. • I can explain how fossils are formed. • I can explain Mary Anning's contribution to palaeontology. • I can explain how soil is formed. • I can observe carefully and systematically, presenting my findings using scientific vocabulary.

In Spring 2, we will identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers to explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow.) We will note how they vary from plant to plant and investigate the way in which water is transported within plants. We will explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Science
Year 3 & 4
• I can name the different parts of flowering plants and explain their jobs. • I can set up an investigation to find out what plants need to grow well. • I can record my observations and present the results of my investigation using scientific language. • I can investigate how water is transported in plants. • I can name the different parts of a flower and explain their role in pollination and fertilization. • I can understand and order the stages of the life cycle of a flowering plant.

In History, we will observe and learn about changes in Britain from the Stone Age to the Iron Age. This will include developing a chronologically secure knowledge and understanding of this period, noting connections, contrasts and trends over time, and developing the appropriate use of historical terms. The children will appreciate how our knowledge of the past is constructed from a range of sources. As this topic is studied over two half terms, we will include timeline creation, hunting gathering techniques and making stew, plus understanding other ways these people survived the Stone Age.

We will study their homes and places of worship, including Skara Brae and Stonehenge. As we move through to the Bronze Age we will investigate bronze casting and further to Iron Age art and music. Iron Age people and their ways of living will be studied, including hillforts and The Druids.

History	
Year 3	**Year 4**
<u>Historical Interpretation</u> • I can give a plausible explanation about what an object was used for in the past. <u>Knowledge and Understanding</u> • I can answer questions using an artefact/ photograph provided.	<u>Historical Interpretation</u> • I can look at different versions of the same event in history and identify differences. • I can give more than one reason to support an historical argument. <u>Knowledge and Understanding</u>

Historical Understanding • I can find out more about a person or event from the past from a given source. • I can ask and answer questions about old and new objects. Chronological Understanding • I can describe dates of and order significant events from the period studied.	• I can describe differences and similarities between people, events and artefacts studied. Historical Understanding • I can research what it was like for a person in a given period from the past using primary and secondary sources. Chronological Understanding • I can order significant events and dates on a timeline.

In Computing, in Spring 1, we will understand the concept of sequencing in programming through **Scratch**. We will look at a selection of motion, sound, and event blocks which will be used to create our own programs, featuring sequences. The final project is to make a representation of a piano.

In Spring 2, we will move on to more programming. We will explore the links between events and actions, while consolidating prior learning relating to sequencing. We will explore movement within the context of a maze, using design to choose an appropriately sized sprite. We will also be introduced to programming extensions, through the use of **Pen blocks**. We end by designing and coding our own maze-tracing program.

Computing	
Year 3	**Year 4**
Programming: **Sequencing Sounds** **To explore a new programming environment** • I can recognise that commands in Scratch are represented as blocks • I can identify the objects in a Scratch project (sprites, backdrops) • I can explain that objects in Scratch have attributes (linked to) **To identify that commands have an outcome** • I can create a program following a design and understand that each sprite is controlled by the commands I choose • I can predict the coding blocks used to move a sprite • I can match coding blocks to their actions **To explain that a program has a start** • I can explain that the objects in my project will respond exactly to the code • I can start a program in different ways • I can create a sequence of connected commands	**Programming:** **Events and actions in programs** **To explain how a sprite moves in an existing project** • I can choose which keys to use for actions and explain my choices • I can explain the relationship between an event and an action • I can identify a way to improve a program **To create a program to move a sprite in four directions** • I can choose a character for my project • I can choose a suitable size for a character in a maze • I can program movement **To adapt a program to a new context** • I can choose blocks to set up my program • I can consider the real world when making design choices • I can use a programming extension **To develop my program by adding features** • I can build more sequences of commands to make my design work • I can choose suitable keys to turn on additional features

To recognise that a sequence of commands can have an order • I can explain what a sequence is • I can combine sound commands • I can order notes into a sequence **To change the appearance of my project** • I can build a sequence of commands • I can decide the actions for each sprite in a program • I can make design choices for my artwork **To create a project from a task description** • I can identify and name the objects I will need for a project • I can relate a task description to a design • I can implement my algorithm as code	• I can identify additional features (from a given set of blocks) **To identify and fix bugs in a program** • I can match a piece of code to an outcome • I can modify a program using a design • I can test a program against a given design **To design and create a maze-based challenge** • I can evaluate my project • I can implement my design • I can make design choices and justify them

In Art, we will produce Stone Age cave paintings using sticks and different mediums instead of paint. We will use collagraph printing technique using found objects to create cave art. We will sketch and create of fossils and bones from clay to archeologically dig up.

The children will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation over time. They will be given the chance to create their own versions of arts and crafts that our forbearers would have created.

Art	
Year 3	**Year 4**
Drawing • I can use my sketches to develop a final piece of work. • I can use drawing as a tool to express and idea. Painting • I can identify what colours work well together. • I can create a background using a wash. • I can use a range of brushes to create different effects. Printing • I can experiment with layered printing using 2 colours or more. • I can understand how printing can be used to make numerous designs. Sketch books • I can suggest improvements to my work by keeping notes in my sketch book. 3D	Drawing • I can experiment with drawing techniques to support my observations. Painting • I can create mood in a painting. Printing • I can explore a variety of printing techniques. • I can create an accurate print design. • I can use printmaking as a tool with other medias to develop a final outcome. Sketch books • I can use my sketch book to adapt and improve my original ideas. • I can keep notes about the purpose of my work in my sketch book. • I can evaluate my learning and record in my sketchbook. 3D • I can experiment with and combine materials and processes to design and make 3D form.

• I can add layers onto my work to create texture and shape. <u>Collage</u> • I can overlap materials. • I can use collage as a tool to develop a piece in mixed media. <u>Use of IT</u> • I can use the web to research an artist or style of art. <u>Knowledge</u> • I can compare the work of different artists. • I can explore work from other cultures. • I can communicate what I am trying to express in my own work.	• I can take a 2D drawing into a 3D form. • I can make a shape using a variety of mouldable materials. <u>Collage</u> • I can overlap materials. • I can use collage as a tool to develop a piece in mixed media. <u>Knowledge</u> • I can explore work from other • cultures. • I can see how art can change over time. • I can communicate what I am trying to express in my own work.

In Modern Foreign Languages (MFL) we are studying French. We start in Spring 1 with Les légumes (Vegetables)

French
• I can name and recognise up to 10 vegetables in French. • I can attempt to spell some of these nouns (including the correct determiner/article) • I can learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. • I can say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.

In Autumn 2 we will learn about Les glaces (Ice-Creams)

French
• I can name and recognise up to 10 different flavours for ice creams in French. • I can order an ice-cream in French using 'je voudrais' (I would like). • I can say whether they would like a cone or a cup of ice-cream in French. • I can specify the number of ice-cream scoops in French.

In Design Technology, in Spring 1, we will learn about textiles: fastenings.

Design Technology	
Year 3	**Year 4**
<u>Developing, planning and communicating ideas</u> • I can plan my design, using accurate diagrams and labels. • I can plan the equipment/ tools needed and give reasons why. • I can start to order the main stages of making their product. • I can identify a design criteria and establish a purpose/ audience for their product. • I can make realistic are plans. e.g. tools, equipment, materials,	<u>Developing, planning and communicating ideas</u> • I can create a final design for my product based on initial ideas and revisions, based on existing ideas. • I can create a detailed plan considering my target audience, design criteria and intended purpose. <u>Working with tools, equipment, materials and components to make quality products</u> • I can use equipment and tools with increased accuracy and safety. • I can select the most effective materials, tools and techniques to use.

components? <u>Working with tools, equipment, materials and components to make quality products</u> • I can use equipment and tools accurately and safely. • I can select the most appropriate materials, tools and techniques to use. • I can manipulate materials using a range of tools and equipment • I can measure, cut and assemble with increasing accuracy. <u>Evaluating processes and products</u> • I can start to think about my ideas as I make progress and be willing to make changes if this helps me to improve my work. • I can assess how well their product works in relation to the purpose. • I can explain how I could change my design to make it better. <u>Textiles</u> • I can join textiles of different types in a range of ways. • I can choose textiles both for their appearance and qualities. • I can begin to use a range of simple stitches. • I can use fabrics to build an image. • I can add detail to a piece of work. • I can add texture to a piece of work.	• I can manipulate materials effectively using a range of tools and equipment. • I can measure, cut and assemble accurately. <u>Evaluating processes and products</u> • I can think about my ideas as they progress and make changes to improve my work • I can assess how well my product works in relation to the design criteria and the intended purpose. • I can explain how I could improve my design and how my improvement would affect the original outcome. <u>Textiles</u> • I can consider which materials are fit for purpose and join them appropriately. • I can devise a template or pattern for their product. • I can explore a range of textures using textiles. • I can transfer a drawing into a textile design. • I can use artists to influence my textile designs.

In Design Technology, in Spring 2, we will learn about the digital world and make a mindful moments timer.

Design Technology	
Year 3	**Year 4**
<u>Developing, planning and communicating ideas</u> • I can plan my design, using accurate diagrams and labels. • I can plan the equipment/ tools needed and give reasons why. • I can start to order the main stages of making their product. • I can identify a design criteria and establish a purpose/ audience for their product. • I can make realistic are plans. e.g. tools, equipment, materials, components? <u>Working with tools, equipment, materials and</u>	<u>Developing, planning and communicating ideas</u> • I can create a final design for my product based on initial ideas and revisions, based on existing ideas. • I can create a detailed plan considering my target audience, design criteria and intended purpose. <u>Working with tools, equipment, materials and components to make quality products</u> • I can use equipment and tools with increased accuracy and safety. • I can select the most effective materials, tools and techniques to use. • I can manipulate materials effectively using a range of tools and equipment.

<u>components to make quality products</u> • I can use equipment and tools accurately and safely. • I can select the most appropriate materials, tools and techniques to use. • I can manipulate materials using a range of tools and equipment • I can measure, cut and assemble with increasing accuracy. <u>Evaluating processes and products</u> • I can start to think about my ideas as I make progress and be willing to make changes if this helps me to improve my work. • I can assess how well their product works in relation to the purpose. • I can explain how I could change my design to make it better. <u>Construction</u> • I can join materials effectively to build a product.	• I can measure, cut and assemble accurately. <u>Evaluating processes and products</u> • I can think about my ideas as they progress and make changes to improve my work • I can assess how well my product works in relation to the design criteria and the intended purpose. • I can explain how I could improve my design and how my improvement would affect the original outcome. <u>Electrical and Mechanical Components</u> • I can use a simple circuit and add components to it.

In Music, in Spring 1, we are using the three periods of the Stone Age as stimulus. The children will learn to read, write and perform from western rhythm notification using 1, ½, 2 and 4 beat notes and the 1 beat rest. Pupils demonstrate this knowledge by composing and performing rhythm compositions securely, fluidly and independently as part of a small group performance.

Music
Learning Objectives
• To read, perform and write 1 beat and ½ beat notes. • To read and perform rhythms in time with the pulse. • To read, perform and write rhythm notation using ½ beat, 1 beat, 2 beat and 4 beat notes. • To notate and perform rhythms including a rest. • To compose and perform rhythm notation as an ensemble. • To perform as an ensemble and feedback to others.

In Music, in Spring 2, we explore the musical style of minimalism. The children have the opportunity to listen to and appraise works by key composers of the style. The children learn and apply their knowledge of the compositional devices used in minimalism through composition and performance activities.

Music
Learning Objectives
• To perform a rhythmic piece using minimalist techniques. • To understand and use features of minimalist music to compose a short melodic piece. • To compose and perform pieces using minimalist techniques. • To develop knowledge of minimalist music through singing, listening and performing. • To explore structure and texture to create a group piece. • To explore how minimalist techniques have influenced other styles of music.

In Physical Education - In Spring 1, we will be studying gymnastics. We will learn balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. We are taught to demonstrate control in our behaviour to create a safe environment for themselves and others to work in. We will work independently and in collaboration with others to create and develop sequences. We are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, we develop performance skills considering the quality and control of our actions.

Physical Education
Learning Objectives
• To develop individual and partner balances. • To develop control in performing and landing rotation jumps. • To develop the straight, barrel and forward and straddle roll. • To link actions that flow using the rolls I have learnt. • To develop strength in inverted movements. • To create a great partner sequence to include the skills I have learnt and use apparatus successfully.

In Physical Education, in Spring 2, we will experience tag rugby as an invasion game. In this unit, we will develop our understanding of the attacking and defending principles of invasion games. In all game activities, we will have to think about how we use skills, strategies and tactics to outwit the opposition. In rugby, we will do this by maintaining possession and moving the ball towards the try line to score. We will develop our understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.

Physical Education
• I can develop attacking skills to move towards goal. • I can develop an understanding of how to defend within the rules of the game. • I can begin to apply rules in attack and defence. • I can develop movement skills to dodge a defender. • I can track an opponent and begin to defend as a team. • I can apply the rules and skills we have learnt and play in a tag rugby tournament.

Throughout Spring 1 and 2 we will be swimming.

Physical Education – swimming all		
Working Towards	**Expected**	**Greater Depth**
• I can swim between 15 metres unaided. • I can keep swimming for 30 to 45 seconds, using swimming aids and support. • I can use a variety of basic arm and leg actions when on my front and on my back. • I can swim on the	• I can swim 25 metres. • I can keep swimming for 45 to 90 seconds. • I can use 3 different strokes, swimming on my front and back. • I can control my breathing. • I can swim confidently and fluently on the surface and under	• I can swim further than 100 metres. • I can swim fluently and confidently for over 90 seconds. • I can use all 3 strokes with control. • I can swim short distances using butterfly. • I can breathe so that the pattern of my swimming

surface and lower myself under water. • I can take part in group problem-solving activities on personal survival. • I can recognise how my body reacts and feels when swimming. • I can recognise and concentrate on what I need to improve.	water. • I can work well in a group to solve specific problems and challenges, sharing out the work fairly. • I can recognise how swimming affects my body and pace my efforts to meet different challenges. • I can suggest activities and practices to help improve my own performance.	is not interrupted. • I can perform a wide range of personal survival techniques confidently. • I can know what the different tasks demand of my body and pace my efforts well to meet challenges. • I can describe good swimming technique and show and explain it to others.

In PSHE, we draw from a variety of different schemes and schedules of work, to create a series of lessons that meet the children where they are in the class at the time we teach them.

In Spring term 1, we will be learning about…

Personal, Social and Health Education
Year 3 & 4
<u>What makes a family?</u> • Do families always stay the same? • Are families all like mine? • How should we treat people who are different to us? <u>Keeping friendships healthy</u> • What makes a good friend? • Are all friends the same? • Are friendships always fun?

In Spring term 2, we will be learning about…

Personal, Social and Health Education
Year 3 & 4
<u>Our Communities</u> • How do we make the world fair? • Where do you feel like you belong? • How can we help the people around us? <u>Online Safety (incorporating our Computing topic above and:)</u> • Online strangers • Sharing online • Friendships online • Personal information • Digital media • Verifying content

In Religious Education, we will be taught to use and develop our skills and understanding of Theology, Philosophy and Human and Social Sciences to explore and answer a "big question".

In the Spring 1 term we are looking at…

Religious Education
Why is there so much diversity of belief within Christianity?
I will be able to… • Describe the difference between the terms 'religion' and 'belief'. • Describe some of the varying ways in which Christianity is practised locally, nationally and globally. • Identify events in history which have influenced Christianity, especially the East-West Schism and the Reformation. I will explore and understand… • Understand the Church as a global community of Christian believers. • Awareness of the concept of denominations within Christianity, along with examples e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army. • Describe different expressions of Christian worship including for example the Eucharist and pilgrimage. • The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban. • Give of at least two key teachings from religious teachers such as Martin Luther, and how the Great Schism and the Reformation impacted Christianity.

In the Spring 2 term we are looking at…

Religious Education
What does sacrifice mean?
I will be able to… • Describe different philosophical and theological answers to questions about sacrifice. • Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world. • Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims. • Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts. I will explore and understand… • At least one interpretation of the term 'sacrifice' • The story of Abraham/Ibrahim and Isaac/Ismail and the place of sacrifice in Judaism/Islam • Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins. • Religious teachings about self-sacrifice. • Humanist views on altruism and charity, considering the reasoned approach to these.