

Week	<i>Stone Age to Iron Age</i>	Discrete		
	Experience	Literacy	Maths	Other
1	<p>Know what the term prehistory means</p> <p>Know how to break up this period into distinct ages</p> <p>Understand where the periods the Stone Age, Bronze Age and Iron Age fit into a timeline and wider picture of British history</p> <p>Know how hunter-gatherers lived in Stone Age Britain</p> <p>Explore how Stone Age people survived against threats</p> <p>Explore the style of Stone Age cave art</p> <p>Explore and explain how cave paintings were created and understand how they tell us about life in the Stone Age</p>	<p>Editing to improve writing</p> <p>Prepositions for place and time</p>	<p>Multiplication tables: (Year 3), x2, x10, x5, x3 (Year 4) x3, x4, x6</p> <p>Addition with exchanges</p> <p>Practical subtraction</p> <p>Formal written subtraction with no exchanges</p>	<p>RE French Music PE</p>

2	<p>Understand what Stonehenge looks like</p> <p>Explore different theories about the building of Stonehenge</p> <p>Understand how the stones were moved to the site and know their size and shapes</p> <p>Discover the names and layout of the stones</p> <p>Explore and investigate Stonehenge and suggest answers to some related questions that still puzzle historians today</p> <p>Explore some different theories about why Stonehenge was built</p>	<p>Editing to improve writing</p> <p>Prepositions for time, place and cause</p> <p>Instruction text</p>	<p>Multiplication tables: (Year 3), x2, x10, x5, x3 (Year 4) x3, x4, x6</p> <p>Formal written subtraction with exchanges</p>	<p>RE French Music PE</p>
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3	<p>Know and explain how the Bronze Age was different to the Stone Age</p> <p>Understand and explain how the smelting process was used to make bronze</p> <p>Explore and understand the changes between the Stone Age and the Bronze Age, including the implications of the discovery of bronze and the process of how bronze was made</p> <p>Discover and understand why bronze was so important</p> <p>Understand how British society changed in the Iron Age</p> <p>Investigate and explain what life might have been like in an Iron Age hill fort</p>	<p>Use fronted adverbials</p> <p>Direct speech</p>	<p>Multiplication tables: (Year 3), x2, x10, x5, x3 (Year 4) x3, x4, x6</p> <p>Formal written subtraction with exchanges</p> <p>Reasoning and problem solving with addition and subtraction</p>	<p>RE French Music PE</p>
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4	<p>Reflect on how life in this period might have been different to life today</p> <p>Hot Task</p> <p>Write a non-chronological report on Iron Age hillforts using images and descriptions of life there</p>	<p>Write a non-chronological report</p>	<p>Multiplication tables: (Year 3), x2, x10, x5, x3 (Year 4) x3, x4, x6</p> <p>Multiplying by 10 and 100</p> <p>Multiplication and division of x3 and x7</p>	<p>RE French Music PE</p>
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