Federation of Penny Acres and Wigley Primary Schools – Topic Map
The Stone Age – Finding our way - Autumn 2021
Key Stage 2

Curriculum driver(s) - Visit to Cresswell Craggs Local History information up to 1920	Aims/Values drivers (taken from school's key aims/values) • Diet today and in the past – what is a healthy lifestyle? • To think imaginatively about how people lived in the past Key skills and attitudes and what lives were like without any technology.
Key Question drivers What was life like in prehistoric times? What is the same and what is different?	Authentic Outcome – Produce a book of stories Creating a balanced meal Local creative writing for publication Performance playscripts/poetry
Visits/Visitors - Cresswell Craggs	Role play – Living in a cave – Cresswell Craggs

English

Reading (including key texts)	Writing	Spelling and Grammar
Stonehenge – non-fiction Blackout poetry – Stone, Bronze and Iron Ages explored Stone Age Sentinel Stig of the Dump	Writing a diary extract Creating characters and settings – dilemma and resolution Using language devises to create poetry for effect Features of a non-chronological report.	Pronouns/nouns Adverbs/adverbial phrases Origin of words Speech punctuation/direct and indirect speech Adjectives Synonyms/antonyms Cohesive devices in non-fiction texts/cording and subordinating conjunctions Punctuation - commas for parenthesis Punctuation – colon and semi-colon

Tiered vocabulary	Homo-Erectus, Homo-Sapiens, Mesolithic, pursuer
	Cavernous, archaeologist, evolution, henge, sacrifice, tribe, ivory, Neanderthal, thicket, dwelling, glade, malice, vivid, glint, primitive, hearth, gorge, evolve, undergrowth, artefacts, evidence, torso, anguish, excavate, venomous, savage, whimper, hoarse, prancing, monotonous, survival, sparse, eerie
	Cave, pre-historic, prey, echo, dangerous, frightened, enemy, smears, tame, wild, shaggy, tufts, cascade, leathery, tanned

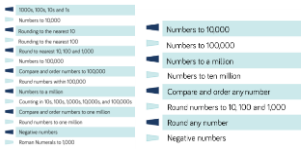
Numeracy

Topics this term include: Place value, addition and subtraction, multiplication and division, perimeter and area.

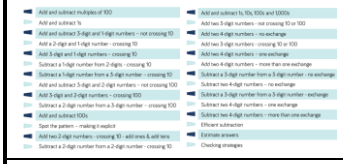
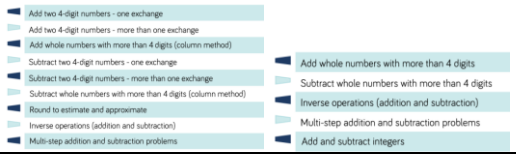
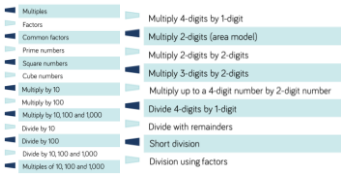
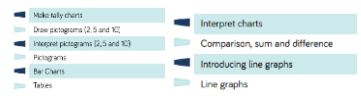
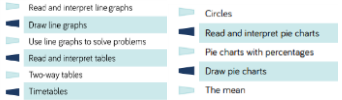
Place Value

Y3/4

Y5/6



Y3 vocabulary: ones, tens, hundreds, digit, one-, two-, three-digit number, place, place value, stands, represents, exchange, the same number as, as many as, more, larger, bigger, greater, fewer, smaller, less, fewest, smallest, least, most, biggest, largest, greatest, one more, ten more, one hundred more, one less, ten less, one hundred less, equal to, compare, order, size, first...twenty-first, twenty-second..., last, last but one, before, after, next, between, half way between, above, below, part, whole, part-whole, partition,	Y5 vocabulary: powers of 10, numbers to a million, multiple of, factor of, factor pair, sequence, continue, predict, consecutive, greater than or equal to (≥), less than or equal to (≤), Roman Numerals to a thousand (I,V,X,L,C,D.M), integer, positive, negative, above/below zero, minus, negative numbers, formula, divisibility, square number, prime number, ascending/descending order, ordinal numbers,
Y4 Vocabulary:	Y6 vocabulary:

Roman Numerals (I-C),decimal, decimal place, tenths, hundredths, round (to the nearest), thousand more/less, integers, negative integers, zero,	numbers to ten million, multiple of, factor of, factor pair, sequence, predict, consecutive, greater than or equal to (≥), less than or equal to (≤), Roman Numerals to a thousand (I,V,X,L,C,D.M), integer, positive, negative, above/below zero, minus, negative numbers, formula, divisibility, square number, prime number, ascending/descending order, ordinal numbers
Addition and Subtraction	
Y3/4 	Y5/6 
Y3 vocabulary: addition, add, more, and, make, sum, total, altogether, double, near double, half, halve, one more, two more, ten more, one hundred more..., subtract, take away, how many are left/left over? how many have gone? One less, two less, ten less, one hundred less, difference between, equals, is the same as, number bonds/pairs/facts, missing number, tens boundary, hundreds boundary,	Y5 vocabulary: formal written method, number bonds/pairs/facts, missing number, tens boundary, hundreds boundary, inverse,
Y4 Vocabulary: difference between, equals, is the same as, number bonds/pairs/facts, missing number, inverse, partition, part-whole	Y6 vocabulary: order of operation (BODMAS/BIDMAS), indices, inverse
Multiplication and Division	
Y3/4 	Y5/6 
Y3 vocabulary: multiplication, division, statement, number sentence, compare, more than , less than (<), greater than(>), equal (=), equally, least, most, remainder, share, partition, multi-step, product, scale up, multiply, multiply by, multiple, factor, groups of, times, product, repeated addition, grouping, sharing, share equally, doubling, halving, array, row, column, number patterns, multiplication table, multiplication fact, division fact,	Y5 vocabulary: multiply, divide, add, subtract, place value, partition, equal, factor, multiple, remainder, sum, total, factor pairs, composite numbers, prime numbers, prime factors, square numbers, cubed numbers, multiplication fact, division fact, inverse, square/squared, cube/cubed,
Y4 Vocabulary: multiply, divide, times-tables, partition, array, bar model, part-whole model, remainder, factor pairs, factors, commutative, multiplication facts, division facts, inverse, derive,	Y6 vocabulary: order of operations, common factors, common multiples, square, squared, cube, cubed
Handling Data	
Y3/4 	Y5/6 
Y3 vocabulary: pictogram, key, bar chart, table, scale, row, column, vertical axis, frequency table, diagram, Carroll diagram, Venn diagram, frequency, axis, axes, count, tally, sort, represent,	Y5 and 6 vocabulary: mean, average, pie chart, segment, line graph, bar chart, percentage, fraction, data,
Y4 vocabulary: data, line graph, pictogram, bar chart, table, altogether, more than, greatest, smallest, continuous data, compare, x-axis, y-axis, coordinates, translation, quadrant	
Science (Key Vocabulary and links to programmes of study) Wigley vocabulary- battery, bulbs, buzzers, crocodile clips, cell, conductor, insulator, motor, switch, circuit, voltage	

Penny Acres Vocabulary – classify, classification key, habitat, organism, micro-organism, Linnaeus, characteristics, environment, plants, animals, kingdom, trunk, stem, dispersal, pollination, germination, growth, photosynthesis, reproduction.

Wigley –
Y3/4- Identify common appliances that run on electricity. Look at electrical equipment and name the parts. Construct simple circuits and name the basic parts. Investigate the effect of breaking the circuit. Explain how bulbs and switches work in a circuit, and how a full loop in needed. Explore different switches. Explore conductors and insulators in a circuit.
Find uses of conductors and insulators. Name common conductors/insulators.
Investigate different metals and their electrical conductivity. Experiment with adding cells to see the brightness of a bulb.
Find out how electricity is generated and what alternative sources there are.

Y5/6 Construct circuits and use recognised symbols when representing in a diagram. Create a traffic light circuit and explain how it works. Create an electrical product that needs to be sequenced. Make a pressure pad burglar alarm or some other useful circuit. Look at board games that require batteries and evaluate them. Design a board game that makes use of an electric circuit. Associate the brightness of a lamp, or volume of buzzer with number and voltage of cells used in a circuit. Investigate how the number of bulbs /buzzers affects the brightness/loudness of components.

During the forces and magnets/motion and forces topics we will.....
Y3/4 Discover what we know about forces, how they act and how we classify forces.
Compare how things move on different surfaces. Describe magnets as having 2 poles and how they attract and repel each other. Explore what materials are attracted to a magnet.
Explore the strength of different magnets and find fair ways to compare them. Find out how magnets are useful in everyday life. Look at games that involve magnets and how we can use magnets to make an exciting game.

Y 5/6 Explain how things fall towards earth because of gravity. Discover what gravity is and how Isaac Newton is linked to it. Experiment with the distance a ball rolls depending on how steep a slope is. Investigate friction and how it affects moving objects. Consider advantages and disadvantages of friction in your life. Experiment pulling boots on different surfaces on a slope, and boots with different soles. Design and make a parachute to help us understand more about air resistance. Make and test different boat shapes. Research up-thrust and friction. Find out about pulleys and levers. Explore the effect of a smaller force having a greater effect. Find out how gears work. Investigate balls of different sizes and how many times they rotate over a certain distance.

Penny Acres –
Living Things
Y3/4 - Living Things and Their Habitats
Children will think about different habitats and the plants and animals which live in them. Children will use classification keys to help group, identify and name a variety of living things in their local and wider environment, with a focus on how we can care for our environment.
Y5/6 - Classifying Organisms
Children will classify living things into broad groups based on their similarities and differences. Children will learn about Carl Linneaus and his classification system, about micro-organisms, and be able to identify and classify a variety of British plants.
Plants
Y3/4 – How Plants Grow
Children will identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers, explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. They will investigate the way in which water is transported within plants and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Y5/6 – Life Cycles
Children will build on their knowledge in this area by describing the differences in the life cycles of a mammal, an amphibian, an insect and a bird and describing the life process of reproduction in some plants and animals.

Computing
(Key Vocabulary and links to programmes of study)
LAN, WAN, network, router, cables, modem, Internet, WWW, compose, communicate, attachment

Y3/4 Email
Composing, sending and receiving emails. Responding appropriately with a focus on E-Safety.

Y5/6 Email and networks
The children will be learning the difference between the Internet and World Wide Web. Identifying uses of the Internet and how to access it, with a focus on using the Internet safely.

Geography
(Key Vocabulary and links to programmes of study)
agriculture, conservation, crops, culture, erosion, fertile, fertiliser, habitat, hectare, irrigation, livestock, lowland, marsh, organic, pastures, plough, produce, rural, waterlogged, valley, valley floor, urban, suburban.

Human geography including types of settlement and land use.

Y3/4
- Identify land use patterns in the local area
- Name and locate counties in the United Kingdom and human and physical characteristics

Y5/6
- Identify key topographical features in the local area
- Name and locate counties in the United Kingdom and human and physical characteristics

History
(Key Vocabulary and links to programmes of study)

Loom, cavernous, archaeologist, flint, wattle, daub, animal skin, artefact, axe, barrow, burial site, cave, clay, dolmen, evolution, flint, flint knapping, Homoerectus, Homosapien, hunter-gatherer, Ice Age, ivory, Neanderthal, Neolithic monument, prehistoric, prey, ritual, sacrifice, shaman, shelter, Skara Brae, Stonehenge, tribe

Learning about late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.
Bronze Age religion, technology and travel, for example, Stonehenge
Prehistoric settlements, farming, art and culture, for example Cresswell Craggs

Y3/4

- develop a chronologically secure knowledge and understanding of British history
- devise historically valid questions about similarity and difference
- understand how our knowledge of the past is constructed from a range of sources

Y5/6

- note connections, contrasts and trends over time and develop the appropriate use of historical terms
- devise historically valid questions about change, cause and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information

PSHE/Modern British Values
(Key Vocabulary and links to programmes of study)

Being Me

- Exploring different kinds of responsibilities at school and in the community.
- Identify what being part of a community means.
- Identify that similarities and differences between people arise from a number of factors.

Being Safe

- Understand how to make informed choices.
- Explore how to recognise, predict and express risks in different situations.
- Understand that increased independence brings increased responsibility to keep themselves safe.
- Explain how rules can keep them safe.
- Identify where and how to get help.
- Develop strategies for keeping physically and emotionally safe in different situations.
- Understand the importance of protecting information, particularly online.

RE/Modern British Values
(Key Vocabulary and links to programmes of study)

Vocabulary: God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light, theist, agnostic, Qur'an, Gayatri Mantra, Anglican and Baptist churches, mandir, Orthodox and a Reform synagogue

Why do some people believe God exists? U2.1

- Explore some of the metaphors for God in the Bible.
- Explore some of the reasons people do/do not believe in God.

Why do some people pray? L2.4

- Learn about why Hindus or Muslims and Christians pray in different ways.
- Consider that some people are atheists who believe that it is more important to be kind instead of pray for them.

If God is everywhere, why go to a place of worship? U2.4

- Explore some of the key features of places of worship.
- Link to topic and Paganism and sites such as Stonehenge.

Food Technology
(Key Vocabulary and links to programmes of study)

diet, variety, chop, eatwell plate, seasonal, vegetables

Design:
use research and develop design criteria to inform the design of innovative
Make:
select from and use a wider range of tools and equipment to perform practical tasks for example, cutting
Evaluate:
evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Art
(Key Vocabulary and links to programmes of study)

Street Art
Children will form links between prehistoric cave paintings, the history of street art and modern street art. Children will be given the chance to create their own 'throw-ups' and design and make a stencil to create an example of satirical street art with a message.

Music
(Key Vocabulary and links to programmes of study)

A Capella, backing, choir, chorus, conductor, crescendo, diminuendo, dynamics, ensemble, lyrics, melody, ostinato, performing, structure/form/shape, tempo, verse
Learn to sing a range of songs for a musical performance. Perform in ensemble contexts.
Penny Acres – music partnership: flutes Young Voices
Wigley – Singing for Young Voices
PE (Key Vocabulary and links to programmes of study) bounce pass, centre, centre pass, chest pass, contact, throw in, shoulder pass
• play competitive games, modified where appropriate for example, hockey • apply basic principles suitable for attacking and defending
• swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively
HOMEWORK OPPORTUNITIES

Use natural materials to create a picture of the Stone Age. or Create types of paint by crushing berries, grass, leaves and other natural materials. Use paint to make a picture	List all the jobs that people had to do during the Stone Age. Can you list at least 10 jobs? or Look at some jobs from Stone Age times. Can you think of their equivalent today?	Create an acrostic poem using the word *Stone Age* or Create a Blackout Poem from a page of one of your favourite books.
Create a Stone Age recipe – think of what ingredients were available at the time. or Make a Stone Age meal, using some foods that could be found in these times.	Have a go at building your own Stonehenge using lego bricks. or Think about how else you could recreate Stonehenge – maybe you could use real bricks or clay.	Imagine you can go back in time to the Stone Age. You can take one piece of modern technology. What would you take and why? or Draw 4 pieces of Stone Age technology e.g. an axe and draw their modern equivalent next to them.
Using your visit to Cresswell Craggs, draw a picture of what your cave would look like if you lived in Stone Age Britain? Think about… where you would sleep, eat etc. What would you use to decorate your cave?	Using a range of materials, create a small model of a Stone Age dwelling. Use natural materials where possible, such as twigs, leaves, straw etc. or Create a power point to show the different types of Stone Age buildings and what materials that were used to build these.	