

Autumn Term 2025 Planning Themes: Key Stage 2

Stone Age to Iron Age



Responsible Citizens

Community Cohesion

As members of our local community, we will find out about prehistoric sites and finds in our own area and about the work of Historic England who are custodians of them.

As global citizens, we will consider the importance of preserving ancient monuments for future generations.

Sustainability

As environmentally aware citizens, we will look at how and why our climate has changed and consider more sustainable ways of living, taking lessons from the past.

Creative

As creative individuals, we will make and display our own Stone Age, Bronze Age and Iron Age replica artefacts, collect and curate our museum of local finds.

Well-being

As healthy individuals, we will look at the diet of hunter gatherers, comparing it to our own, and think about foods that could be foraged in our own locality. We will find out about seasonality in foods and cook with seasonal produce from our own vegetable garden.

Successful Learners

Areas of Learning

As Historians, we will find out how the earliest hunter-gatherers who came to Britain from Europe, lived and left their mark on our landscape – through art, monuments and settlements. We will develop increasingly secure chronological knowledge and put events, people, places and artefacts on a timeline.

As Geographers, we will think about where the best place to build early settlements might be and why; considering the distribution of natural resources including energy, food, minerals and water. We will locate ancient sites using a range of maps including OS & digital and identify features on aerial photographs.

As Scientists, we will examine the differences between current day human skeletons and those of prehistoric humans. We will look at how science can tell us how people lived, what they ate and even how they moved. We will also investigate differences in animals by studying photographs of a range of animal skeletons and identify those which flew, swam and walked on 4 legs or 2 legs.

As Design Technologists, we will cut, shape and join materials to create our own model shelters. We will measure, prepare and assemble ingredients to create our own stone age feast.

As Artists, we will study and produce our own Stone Age cave art in different media, make Stone Age jewellery, reproduce Iron Age Celtic patterns in shields and jewellery and create representations of Stonehenge.

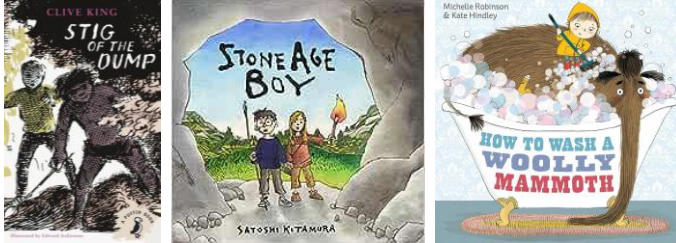
Key Stage 2 (Years 3 & 4) Curriculum Map Autumn Term(1) 2025

Core Subjects

English

Our thematic unit of work this half term is **Back in Time Adventures**

Our key texts are: *Stig of the Dump*, by Clive King, *Stone Age Boy*, by Satoshi Kitamura, *How to Wash a Woolly Mammoth*, by Michelle Robinson & Kate Hindley



Reading: We will skim and scan narrative texts to locate information in order to answer questions. We will discuss author's choice of language, commenting upon its effect on the reader and discuss the way that characters are introduced and developed through dialogue, description and action.

We will use features such as titles, headings, sub-headings and indexes to help us retrieve and record information from non-fiction. We will identify main ideas drawn from more than one paragraph and summarise these and think about how language, structure and presentation contribute to meaning. We will move on to examining the features of instructions as a text type

Writing: In narrative, we will recount or retell of a series of exciting events and write our own high impact story resolution, through an effective blend of action, dialogue and description. In non-fiction we will create a non-chronological report about the Stone Age. We will plan our own set of instructions about washing a woolly mammoth and then draft, edit and present our final written outcome.

Spelling, Punctuation & Grammar:

Lessons will focus on:

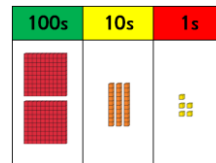
- Prepositions for time, place & cause; using them to describe and retell parts of the story as well as in instructions
- Imperative (bossy) verbs
- Writing and punctuating dialogue

Maths

Our units of work this half term are **Place Value** and **Addition and Subtraction**

Place Value: We will use objects and pictorial representations to develop our understanding of the place value of each digit in 3-digit (Y3) and 4-digit (Y4) numbers, including exploring ways in which numbers can be partitioned, and finding 1, 10, 100, 1000 more or less than given numbers.

Place value charts



'235 has 2 hundreds, 3 tens and 5 ones.'



'4252 is the same as 1 thousand, 2 hundreds, 5 tens and 2 ones.'

We will use our growing understanding of the number system to order, compare and estimate numbers to (Y3), and beyond (Y4), 1000 and later apply this knowledge to solve number problems.

Addition and Subtraction:

We will draw upon our understanding of place value to aid mental calculation when adding or subtracting 1s, 10s, 100s or 1000s from given numbers.

We will use formal written methods when adding and subtracting numbers, including calculations which involve regrouping, with up to 3-digits (Y3) and 4-digits (Y4). We will begin use inverse operations to check answers to calculations and solve missing number problems.

$$\begin{array}{r} 7893 \\ + 513185 \\ \hline 13278 \end{array}$$

$$\begin{array}{r} 45163 \\ - 271 \\ \hline 292 \end{array}$$

Continuous Learning:

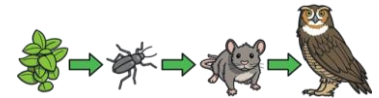
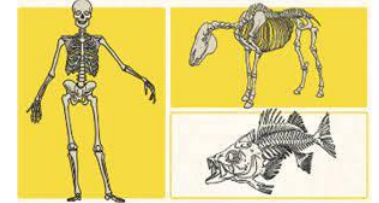
- We will practise our number bonds to and within 100 daily to help us recall key facts accurately.
- We will recall multiplication and division facts for the tables we know.
- We will continue to explore the place value of digits within 3-digit and 4-digit numbers to support our addition and subtraction calculations.

Science

Our topic this half term is **Animals including Humans**

Animals including Humans:

We will identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; getting nutrition from what they eat. We will identify that humans and some other animals have skeletons and muscles for support, protection and movement, describe the simple functions of the basic parts of the digestive system in humans and identify the different types of teeth in humans and their simple functions. We will construct and interpret a variety of food chains, identifying producers, predators and prey.



Working Scientifically:

We will further develop our skills and learn how to be an effective scientist. We will be encouraged to think independently and raise questions about working scientifically and the knowledge and skills it brings, by:

- Planning, carrying out and recording the outcomes of our own fair tests and investigations
- Recording our work in a variety of ways including written reports, graphs, charts, diagrams, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions.