

**Welcome to Autumn 2!**

**This term we will be focusing home learning on ‘The Stone Age’. This will help consolidate the learning taking place in school.**

**All pupils must complete the tasks by Monday 18<sup>th</sup> December 2023.**

**All pupils are expected to do the following weekly set task alongside:**

- ✓ **Daily reading—The expectation is that your child will read daily for a minimum of 20 minutes at home – recording daily progress on the reading log.**
- ✓ **Weekly maths – My Maths home learning tasks, TTRS, maths games and activities on OneNote**
- ✓ **Weekly Spellings – see below**

**Education must develop every child’s personality, talents and abilities to the full (UNCRC Articles 28 & 29). We can’t wait to see what you do and look forward to seeing your wonderful home learning.**

**Yours Sincerely,**

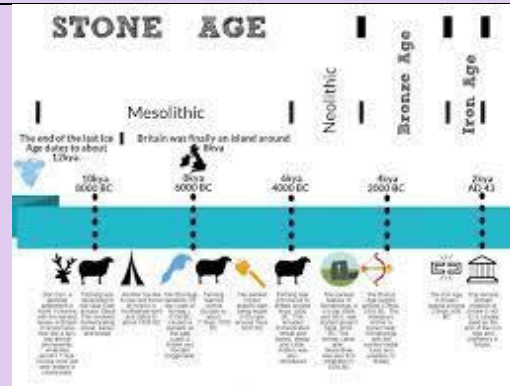
**Year 3 Team**

## Focus – The Stone Age







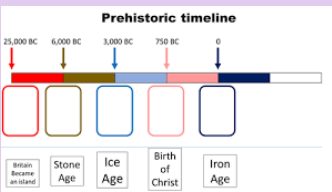



### Some facts about The Stone Age:

- 15,000 BC to 2,500 BC
- The Stone Age began 4 million years ago when the first humans lived in Africa
- The first people arrived in Britain 700,000 years ago
- The Stone Age ended around 4,000 BC when people discovered how to make copper and bronze (the Bronze Age)
- Our ancestors painted on the caves of France and Spain about 30,000 years ago.
- Modern humans (Homo Sapiens) first appeared 300,000 years ago.
- Homo Habilis was an early human that lived around 2 million years ago. It is believed that these were the first people to use stone tools.
- The Orkney Islands in Scotland have the oldest known stone houses, they are 5,500 years old and are still standing.
- Cave paintings were made using charcoal, coloured stones, plants and animal gums ground down into paint.
- The Stone Age is split into three parts; Palaeolithic Period (Old Stone Age), Mesolithic Period (middle Stone Age) and the Neolithic Period (the new Stone Age).
- The wolf was domesticated into dogs in the Mesolithis Age to help hunt and ward off danger.

Pictures and information



**Key Vocabulary and definitions linked to The Stone Age**

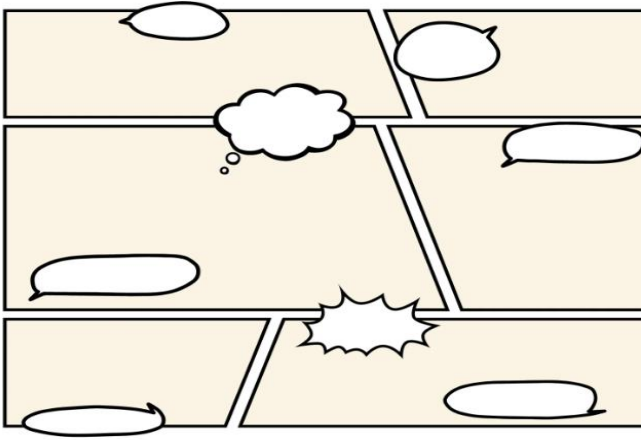

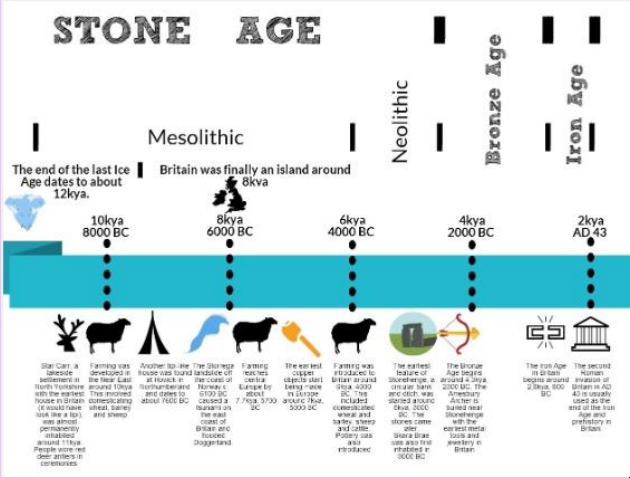
<p><b>Palaeolithic era</b></p> 	<p>The early phase of the Stone Age, lasting about 2.5 million years, when primitive stone implements were used.</p>	<p><b>Iron age</b></p> 	<p>A prehistoric period that followed the Bronze Age, when weapons and tools came to be made of iron.</p>
<p><b>Mesolithic era</b></p> 	<p>The middle part of the Stone Age, between the Palaeolithic and Neolithic.</p>	<p><b>Stone age</b></p> 	<p>A prehistoric period when weapons and tools were made of stone or of organic materials such as bone, wood, or horn.</p>
<p><b>Neolithic era</b></p> 	<p>The later part of the Stone Age, when ground or polished stone weapons and implements prevailed.</p>	<p><b>Stonehenge</b></p> 	<p>A prehistoric stone circle monument, cemetery, and archaeological site located on Salisbury Plain</p>
<p><b>Timeline</b></p> 	<p>A graphical representation of a period of time, on which important events are marked.</p>	<p><b>Solstice</b></p> 	<p>The time or date (twice each year) at which the sun reaches its maximum or minimum declination, marked by the longest and shortest days</p>
<p><b>Bronze age</b></p> 	<p>A prehistoric period that followed the Stone Age and preceded the Iron Age, when weapons and tools were made of bronze rather than stone.</p>	<p><b>Artefacts</b></p> 	<p>An object made by a human being, typically one of cultural or historical interest.</p>

## Home Learning Tasks

### The Stone Age Project

As Year 3 will be discovering the Stone Age. We would you to explore this period in history at home and present your learning in any way you choose. You may want to focus on one place e.g. Skara Brae or Stonehenge, a theme such as food or clothing or combine a range of things you have learnt about the Stone Age.

You will be presenting your home learning to the class in the last week of term.

Week 1	Week 2	Week 3
<p><b>Article 6 - The right to be supported to live and grow.</b></p> <p>Design and create a comic strip set in the Stone Age.</p> <ul style="list-style-type: none"> <li>• Think of a topic that interests you, what might this look like in the Stone Age?</li> <li>• What might school look like to a Stone Age child? How did someone go shopping?</li> <li>• What might they say to each other?</li> </ul>  <p>Alternatively, you could record a typical conversation that might be heard during the Stone Age.</p>	<p><b>Article 6 - The right to be supported to live and grow.</b></p> <p>Research animals that were around during the Stone Age.</p> <p>Write a fact sheet about animals during the Stone Age and illustrate it.</p>  <p>Alternatively, you could make or draw a Stone Age animal</p>	<p><b>Article 13 - The right to find out and share information.</b></p> <p>Create a Stone Age timeline to show Neolithic, Mesolithic and Palaeolithic periods.</p> <ul style="list-style-type: none"> <li>• What key events happened during each time period.</li> </ul>  <p>Alternatively, record a short report detailing information about each period of time.</p>

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**Week 4**

**Article 17 - The right to get information in lots of safe ways.**

Make Stone Age tools.

Get yourself outside and find some materials to build your Stone Age tools. You could go on a nature walk and find some suitable sticks and stones to make tools from, or you could recycle items to make modern day versions.



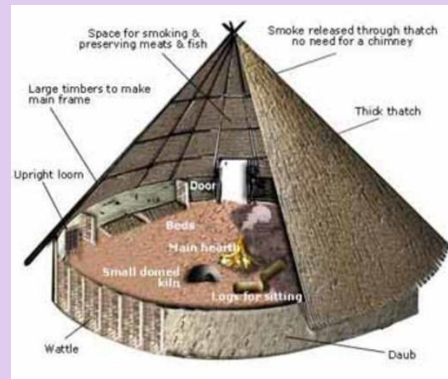
<https://www.youtube.com/watch?app=desktop&v=aE15bWx-dhc>

**Week 5**

**Article 28 & 29 - The right to an education and develop your talents to the full.**

Make a model of a Stone Age home.

Get creative and build a home suitable for the Stone Age. This could be an outdoors project using natural materials or you could recycle items.



[https://www.youtube.com/watch?v=z6hz3\\_dHorw](https://www.youtube.com/watch?v=z6hz3_dHorw)

**Week 6**

**Article 12 - The right to a voice, be listened to and taken seriously.**

Prepare to present your home learning to the class. Think about how you will show all your home learning to the class.

You could record a video presentation, prepare a poster with photos or bring your work in.



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**Spellings**

**Every week you will have a spelling test. Please learn the spellings. Start with Group 1 and if you achieve these correct in your practice sessions then move on to Group 2**

	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>	<b>Week 13</b>
<b>Group 1</b>	go	there	full	find	behind	cry	<b>Review and reflect</b>
	so	where	house	mind	whole	fly	
	by	love	our	floor	any	dry	
	my	push	door	because	child	reply	
	here	pull	poor	kind	wild	flies	
<b>Group 2</b>	<b>un prefix</b>	<b>dis prefix</b>	<b>mis prefix</b>	<b>re prefix</b>	<b>super prefix</b>	<b>word families</b>	<b>Review and reflect</b>
	unhappy	dislike	misspell	redo	superstar	sign	
	unwell	dishonest	misplace	return	supercar	signal	
	unclean	disobey	misaid	replay	supermarket	amend	
	unable	disagree	mislead	refill	superman	amended	
	unlucky	disappoint	misbehave	revisit	superwoman	symbol	
	unfasten	discomfort	misfortune	replace	supernatural	symbolise	
	untruthful	disappear	misunderstand	recycle	strength	solve	
	unwanted	disbelieve	history	reappear	sentence	dissolve	
	early	guard	heart	rebuild	straight	bicycle	
	earth	group	learn	reposition	strange	business	
<b>Group 3</b>	amateur	ancient	apparent	appreciate	attached	available	<b>Review and reflect</b>
	communicate	community	competition	conscience	conscious	controversy	
	determined	develop	dictionary	disastrous	embarrass	environment	
	foreign	forty	frequently	government	guarantee	harass	
	leisure	lightning	marvellous	mischievous	muscle	necessary	
	persuade	physical	prejudice	privilege	profession	programme	
	rhyme	rhythm	sacrifice	secretary	shoulder	signature	