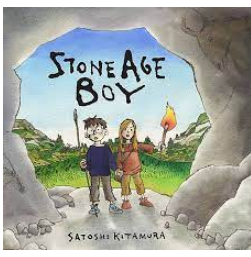


# Y4 Autumn : Stone Age, Bronze Age and Iron Age - Planning overview/sequential learning grid

IRE

Teacher read





Visual literacy



Big question: Who came before us?

	01.09.25 4 day week	08.09.25 Northumberlan d - GPS	15.09.25 First Aid Week - PSHE  Northumberlan d - HJS	22.09.25 Assessment Week  Northumberland - HJS/RPS	29.09.25	06.10.25	13.10.25	20.10.25 ROA Day		03.11.25 4 day week  Parents Evening	10.11.25 Friendship week/Anti Bullying Week - PSHE	17.11.25 Road Safety Week - PSHE	24.11.25 Assessment Week  Parliament Weekend - PSHE	01.12.25	08.12.25 Christmas Play	15.12.25 Talent Show / Parties
Literacy	Information text  What is early pre-history?  Basic sentence development  Non negotiables in writing	Information text  Incidental: Timeline done in the history lesson	Information text  Outcome: report Hunter Gatherer Habitats Animals	Information text  INDEPENDENT WRITING - Final section of the report	Poetry (Harvest/ Autumn)	Explanation Writing  How do we hear?  Linked to Science <a href="#">Grammarsaurus</a>  Incidental: T4W text map	Explanation Writing  How do we hear?  Linked to Science <a href="#">Grammarsaurus</a>  Outcome: Use of digital literacy to present explanation text	Explanation Writing  How do we hear?  Linked to Science <a href="#">Grammarsaurus</a>  INDEPENDENT WRITING:		Narrative (The Wild Way Home)	Narrative  Incidental Setting Description linked to The Wild Way Home	Narrative  INDEPENDENT WRITE - The Croods opening scene	Narrative Outcome Narrative	Narrative Independent write - story ending	Instructions	Instructions  Outcome: Linked to Christmas Fayre or activity
Y4 Maths	Number: Place Value	Number: Place Value	Number: Place Value	Number: Place Value	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Addition and Subtraction		Number: Multiplication and Division including tables focus	Number: Multiplication and Division including tables focus	Number: Multiplication and Division including tables focus	Number: Multiplication and Division including tables focus	Number: Multiplication and Division including tables focus	Number: Multiplication and Division including tables focus	Number: Multiplication and Division including tables focus
Science  (Sound)	LO: Explore a range of sound sources.  Understand how sounds are made, associating some of them with something vibrating  Sound walk -chn to identify different sounds they hear  Suggested outcome: Children to complete sound survey table		Enquiry  LO: Investigate how sound vibrations travel  Link to a music lesson - identify how sounds are made, associating some of them with something vibrating  Suggested outcome: Sound Wave experiment  Drums	LO: Recognise that vibrations from sounds travel through a medium to the Ear  Suggested outcome: Labelled diagram showing a sound wave	LO: Find patterns between pitch and volume  Sound Circus  Big Question: How do you change the sounds made by different musical instruments?  Suggested outcome: Chn to compare the different instruments by making observations and recording them in a table.  Chn to identify how sound can be changed (louder/quieter and higher/lower)		LO: Explore how distance affects sound  Big Question: How do sounds change as you move further from the source?			LO: Identify the types and functions of teeth.  Suggested outcome: Use the clay to make a model of a row of teeth. Each tooth should be moulded individually. Use the mirrors to see inside the mouth. Write a description of the different teeth in a human mouth.		Enquiry - tooth decay LO: ask scientific questions and choose a scientific enquiry to answer them.  Suggested outcome: The children will generate their own question linked to tooth decay and carry out their investigation.  Example - use eggs to represent tooth enamel. Test out the effects of different liquids.  Investigate how coca cola affects teeth Link to cleaning of old bronze coins		LO: To describe the simple functions of the basic parts of the digestive system in humans  Suggested outcome: Practical model of the digestive system with QR code explanation.		
ICT																
History NEW  From Stones to Spears – Life and Change in	LO: What does 'prehistory' mean and how do we know about it?	LO: To develop chronologically secure understanding of British history	LO: To compare the Palaeolithic, Mesolithic and Neolithic periods  Enquiry Question: Did Stone Age life stay the same?			LO: To understand what Stone Age people needed to live	LO: To draw conclusions from primary sources  Enquiry	LO: To understand how communities and settlements developed Enquiry Question: Why did people		LO: To understand the impact of farming and technology on daily life  Enquiry Question: What was the most important		LO: To identify and explain key changes between the Stone and Bronze Ages  Enquiry Question: What		LO: To track the development of tools and speculate on why changes occurred		

Prehistoric Britain	<p><b>Enquiry Question:</b> How can we find out about people who didn't leave written records?</p> <p><b>Suggested outcome:</b> : Explore artefacts (photos, replicas or images) and introduce the role of archaeologists. *literacy link* <a href="#">Prehistory archaeology pack</a></p>	<p><b>Enquiry Question:</b> What does 800,000 years ago really mean?</p> <p><b>Activity ideas:</b> Create scaled timelines using paper rolls or string, showing where the Stone Age sits compared to other periods.</p> <p><b>Suggested outcome:</b> Annotated timeline with visuals and sentence starters: "This happened before/after..."</p>	<p><b>Activity:</b> Group research or carousel with clues, artefacts and images.</p> <p><b>Suggested outcome:</b> Create a 3-part interactive display or foldable comparing food, tools, homes, and beliefs across the three Stone Age periods.</p> <p>Digital literacy - CANVA?</p>			<p><b>Enquiry Question:</b> Would I survive in the Stone Age? What would I need?</p> <p><b>Suggested Activity/ outcome:</b> Play the online 'Stone Age Survival Game' and create a survival checklist.</p> <p>Could link to forest school - outdoor learning</p>	<p><b>Question:</b> <i>What were Stone Age people trying to say with cave art?</i></p> <p><b>Suggested Activity/ Outcome:</b> Explore images of cave paintings; use question prompts to think like archaeologists. Class cave mural with written reflections: <i>"My message through art..."</i></p>	<p><i>settle in one place?</i></p> <p><b>Suggested activities/ outcome:</b> Investigate Skara Brae; explore housing, tools, and daily life. Fact file or model of a Stone Age house</p>		<p><i>invention in the Stone Age?</i></p> <p><b>Suggested Activity/ Outcome:</b> Explore early tools and farming changes Comparative piece</p>		<p>difference did metal make?</p> <p><b>Suggested Activity/ Outcome:</b> Examine artefacts and explore how bronze tools were made iPad pic collage with QR code and pupil voice: "Ask me about the changes..."</p>		<p><b>Enquiry Question:</b> <i>How did human inventions change life from the Stone Age to now?</i></p> <p><b>Suggested Activity/ Outcome:</b> Timeline sorting and future prediction activity Timeline of inventions from Stone Age to present day</p>			
Geog	<p>LO: To follow a route on a large scale map.</p> <p>Key learning 8 points of a compass</p> <p>Away from the desk geography</p> <p>Task - use an orienteering activity to navigate using maps to solve a problems</p>									<p>L.O. To locate places on large scale maps,</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, in Tropics of Cancer and Capricorn</p> <p><b>Suggested outcome:</b> World map with the following features identified Equator Tropic of capricorn/cancer Arctic circle Latitude and longitude</p> <p>Link to history by comparing world maps with data from the stone ages</p>							
DT	<p><b>Research LO:</b> Understand how Stone Age people created shelters and the materials they used.</p> <p>Images of Mesolithic and Neolithic shelters (e.g. mammoth bone huts, roundhouses, caves). What do humans need to survive? How did early humans protect themselves?</p> <p><b>Suggested outcome:</b> Pupils identify key shelter features</p>			<p><b>Design LO:</b> Create a shelter design based on research and materials available outdoors.</p> <p><b>Suggested activities/ outcomes:</b> Introduce a design brief Compile a rubric and design</p>				<p><b>Skills LO:</b> Learn basic building skills using natural materials (e.g. knot-tying, weaving, structure building).</p> <p><b>Suggested activities:</b> Rotate around 3 outdoor skill stations: - Lashing &amp; Knotting (use sticks + string/twine)</p> <p>-Weaving Walls (using long grass or branches)</p> <p>- Shelter Testing (build mini frame and test stability) <b>Suggested outcome:</b> : Group skill tracker sheet completed</p>			<p><b>Make</b></p> <p><b>Forest school type lesson (Can GPS and RPS access LEAF @ RJI?)</b></p> <p><b>LO:</b> Build a shelter according to a plan.</p> <p><b>Suggested activities:</b> Pupils gather materials (natural and/or limited tools provided). Begin constructing frame and walls.</p> <p>Piccollage</p> 			<p><b>Evaluate LO:</b> Evaluate final shelter, reflect on teamwork and process.</p> <p><b>Suggested activities/ outcomes:</b> Use a rubric to self-assess against criteria (see below). Individual written or video reflections</p>			
Art	Sketchbook		Sketchbook		Pastel			Sketchbook			Sewing/Weaving	Begin Christmas Fayre project	Sewing/Weaving		Sewing/Weaving		

	<p>LO: Research a style of art</p> <p><b>Suggested outcome:</b> Research cave art found in Lascaux, France. Print off pictures and make annotations/no tes in sketchbooks.</p>		<p>LO: blend colours to create tone</p> <p><b>Suggested outcome:</b> Pastel piece, building on blending skills for background, adding charcoal for definition</p>		<p>LO: To scale up drawings and sketches in a different medium</p> <p><b>Suggested outcome:</b> Children use brown paper and use pastels to create a background. They add details using charcoal to create animal shapes like in cave paintings. They could also use sticks to paint on ink for further detail.</p>			<p>LO: Explore a range of textile techniques</p> <p><b>Suggested outcome: Sketchbook example of each skill</b></p> <p>- Stick weaving</p> <p>- Sewing</p> <p>- Weaving mat</p> <p><b>Heart of Willow Tree Project</b></p> <p><b>Fabric Hearts for SCBU</b></p> <p><a href="https://www.dbth.nhs.uk/news/bonding-hearts-for-babies/">https://www.dbth.nhs.uk/news/bonding-hearts-for-babies/</a></p>		<p>LO: Apply skills to create a piece of art</p> <p>Group 1 - Weaving with crystal organza and weaving mat</p> <p>Group 2 - Stick weaving material</p> <p>Group 3 &amp; 4 - sewing felt design onto hessian</p> <p>Group 5 - Sewing painted fabric design onto hessian</p>		<p>LO: Apply skills to create a piece of art</p> <p>Group 1 - Weaving with crystal organza and weaving mat</p> <p>Group 2 - Stick weaving material</p> <p>Group 3 &amp; 4 - sewing felt design onto hessian</p> <p>Group 5 - Sewing painted fabric design onto hessian</p>		<p>LO: Evaluate a piece of art</p>		
<p>PE</p> <p><b>Football Dance</b></p>	<p>LO: To develop the attacking skill of dribbling.</p> <p><a href="https://pe.getset4education.co.uk/lesson/ks2/football/1?years=1002,1003">https://pe.getset4education.co.uk/lesson/ks2/football/1?years=1002,1003</a></p>	<p>LO: To develop changing direction and speed when dribbling.</p> <p><a href="https://pe.getset4education.co.uk/lesson/ks2/football/2?years=1002,1003">https://pe.getset4education.co.uk/lesson/ks2/football/2?years=1002,1003</a></p>	<p>LO: To develop passing and begin to recognise when to use different skills.</p> <p><a href="https://pe.getset4education.co.uk/lesson/ks2/football/3?years=1002,1003">https://pe.getset4education.co.uk/lesson/ks2/football/3?years=1002,1003</a></p>	<p>LO: To apply attacking skills to move towards a goal.</p> <p><a href="https://pe.getset4education.co.uk/lesson/ks2/football/4?years=1002,1003">https://pe.getset4education.co.uk/lesson/ks2/football/4?years=1002,1003</a></p>	<p>LO: To use defending skills to delay an opponent and gain possession.</p> <p><a href="https://pe.getset4education.co.uk/lesson/ks2/football/5?years=1002,1003">https://pe.getset4education.co.uk/lesson/ks2/football/5?years=1002,1003</a></p>	<p>LO: To apply skills and knowledge to compete in a tournament.</p> <p><a href="https://pe.getset4education.co.uk/lesson/ks2/football/6?years=1002,1003">https://pe.getset4education.co.uk/lesson/ks2/football/6?years=1002,1003</a></p>	<p>THEME: The Spy</p> <p>LO: To copy and create actions in response to an idea and be able to adapt this using changes of space.</p> <p><a href="https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1003">https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1003</a></p>	<p>THEME: The Spy</p> <p>LO: To choose actions which relate to the theme</p> <p><a href="https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1003">https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1003</a></p>		<p>THEME: The Spy</p> <p>LO: To develop a dance using matching and mirroring</p> <p><a href="https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1003">https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1003</a></p>	<p>THEME: Carnival</p> <p>LO:To learn and create dance moves in the theme of carnival</p> <p><a href="https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1003">https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1003</a></p>	<p>THEME: Carnival</p> <p>LO: To develop a carnival dance using formations, canon and unison</p> <p><a href="https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1003">https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1003</a></p>	<p>THEME: Carnival</p> <p>LO To develop a dance phrase and perform as part of a class performance.</p> <p><a href="https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1003">https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1003</a></p>			
<p>Music</p>	<p>L.O. to perform the pulse as a steady beat</p> <p>L.O. To pitch match individually</p> <p><b>Suggested outcome -</b> Chant Engine engine, performing different pulse actions while playing game</p> <p>Cuckoo where are you game</p>	<p>L. O. To identify and perform the pulse of a song while singing</p> <p>L.O. To sing and recognise the pitches "high and low"</p> <p><b>Suggested outcome -</b> Sing a song and perform pulse actions accurately with eyes closed</p> <p>IF READY - Present "pulse"</p> <p>Copy back patterns of "high" and "low", while pointing fingers high and low to match</p>		<p>L. O. To identify and perform the pulse of a song while singing</p> <p>L.O. To sing and recognise the pitches "high and low"</p> <p><b>Suggested outcome -</b> Sing known songs while tapping the pulse on heart cards</p> <p>Copy back patterns of "high" and "low", sung on neutral syllables, with eyes closed</p>		<p>L.O. To perform rhythm as "the way the words go" while singing</p> <p>L.O. To sing so and mi with handsigns</p> <p><b>Suggested outcome -</b> Clap the rhythm of the words of known songs, switching between pulse and the way the words go, and performing in groups at the same time</p> <p>Sing known songs from pictorial scores, replacing the pictures with handsigns and singing names (so and mi)</p>		<p>L.O. To understand the relationship between pulse and rhythm</p> <p>L.O. To sing so and mi with handsigns</p> <p><b>Suggested outcome -</b> Play rhythm chairs game to show the rhythm of engine engine. Write on hearts as lines</p> <p>Play singing piano with so and mi, playing known two pitch songs on the "piano" for the children to guess</p>		<p>L.O. To understand the relationship between pulse and rhythm</p> <p>L.O. To sing so, mi and la with handsigns</p> <p><b>Suggested outcome -</b> Show rhythm on beats of the pulse, practise tapping the rhythm on heart cards</p> <p>Play apple tree game with scrunchie band</p>	<p>L.O. To identify "ta" and "ti-ti" rhythms from known songs</p> <p>L.O. To sing so, mi and la with handsigns</p> <p><b>Suggested outcome -</b> Tap the rhythm of engine engine on heart cards. Make it using people, show stick notation for ta and ti-ti that matches the people and introduce the rhythm names.</p> <p>Play apple tree game again.</p> <p>Play Bobby Shafto game</p>	<p>L.O. To identify "ta" and "ti-ti" rhythms from known songs</p> <p>L.O. To sing so, mi and la with handsigns</p> <p><b>Suggested outcome -</b> Tap the rhythm of cuckoo where are you on heart cards. Play rhythm chairs to show the rhythm. Write as ta and ti-ti</p> <p>Play apple tree and identify where the higher pitch is sung (on the word "apples").</p> <p>Play Bobby Shafto game, then show the pitches of the song with body position (stand for middle, stretch for higher, crouch for lower).</p>	<p>L.O. To identify "ta", "ti-ti" and "shh" rhythms</p> <p>L.O. To sing so, mi and la with handsigns</p> <p><b>Suggested outcome -</b> Play rain is falling down game and pease pudding hot game, at first with sounds/actions in the rests then silent</p> <p>Introduce the higher pitch in apple tree and Bobby Shafto as "la" and its handsign. Sing the two songs showing the pitch with handsigns</p>	<p>L.O. To identify "ta", "ti-ti" and "shh" rhythms</p> <p>L.O. To sing so, mi and la with handsigns</p> <p><b>Suggested outcome -</b> Play turn the rhythm cards with rain is falling down, identifying the silent beats, filling with the "Z" symbol and calling them shh</p> <p>Play bounce the ball. Identify the high/middle/low pitches and sing with handsigns</p>	<p>L.O. To identify "ta", "ti-ti" and "shh" rhythms</p> <p>L.O. To sing so, mi and la with handsigns</p> <p><b>Suggested outcome -</b> Play turn the rhythm cards with pease pudding hot, identifying the silent beats, filling with the "Z" symbol and calling them shh</p> <p>Play Mrs White game. Identify the high/middle/low pitches and sing with handsigns</p>	

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