



The Stone Age is the name given to the earliest period of human culture when stone tools were first used. The Stone Age ended when men began smelting metal which led to the period known as the Iron Age. This is the inspiration for this half terms learning.

The children will learn how to be an archaeologist as they discover the Stone Age to Iron Age timeline, the different sources, evidence and vocabulary used by archaeologists and how to carry out a dig.

The children are expected to complete the following tasks and bring them into school. It is parents' responsibility to ensure children complete the tasks. Teachers will keep records of which tasks are completed and celebrate the children's work.

Book Review

Write a book review. Who were the characters? What was it about it? What happened in the story? Which was your favourite part?

Tables

Encourage your child to access times Tables Rock Stars at least twice a week.

Reading

Please listen to your child read at *least* once a week and sign their reading diary.

Y5 Spellings

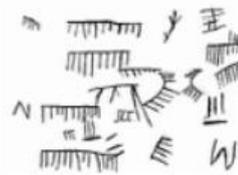
The children will be tested on these spellings during the week beginning 8 July:

- | | | |
|-----------|-------------|-----------|
| average | conscience | leisure |
| foreign | sufficient | nuisance |
| muscle | available | interfere |
| rhythm | existence | achieve |
| necessary | interrupt | sincere |
| thorough | vehicle | sincerely |
| twelfth | convenience | leisure |

Try learning two or three spellings a week.

Maths

Tally marks were used by Stone Age people as a way of recording quantities (amounts) as early as 30,000 BC.



Use the tally system we know to break the code. The code will tell you something about the Stone Age!

Try the activity on the back of this sheet.

Writing

Imagine you are an Iron Age Britain and write about your daily life. You don't have to be a child - you could imagine you are an Iron Age adult, with an Iron Age job. You could be a farmer, or perhaps a warrior.

Art

Create a model of an Iron Age artefact. You will need to do some research first, to ensure that your model is authentic. You could create a sword, an armband, or a pot or an idea of your own.

Create a **crossword** or a **word search** using Iron Age and Stone Age topic words and facts.

These tasks are optional but will greatly enhance the children's learning opportunities and understanding if completed:

Stone Age people could not go shopping for food. Everything they ate had to be caught or collected. Write your own recipe for a stone age dinner using the sort of ingredients that would be available to them

Find out about Stonehenge. Make a model or draw a landscape picture of Stonehenge.

Design an outfit for a caveman/woman. Think about the materials that would have been available. Draw and write about your design.

Always, sometimes or never true?

- If I turn from North-East to North-West, I have turned 90°.
- If I turn from East to North-West, I will have turned an obtuse angle.
- If I turn from South-West to South, my turn will be larger than 350°.

[Use watch.5-a-day.tv/play/](http://watch.5-a-day.tv/play/) every day for a week. Ask your teacher if you need a log in.

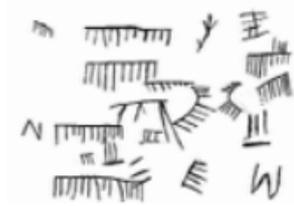
Write a list of at least 10 questions that you would like to ask a Stone Age person.

Three websites to help your research
www.bbc.co.uk/guides/z34djxs
www.bbc.co.uk/education/clips/zwwdjxs
www.bbc.co.uk/education/topics/z82hsbk



CODE BREAKING

Tally marks were used by Stone Age people as a way of recording quantities (amounts) as early as 30,000 BC.



Use the tally system we know to break the code. The code will tell you something about the Stone Age!

III	IIII III	IIII III II	II	IIII	IIII	IIII III IIII	IIII I
A	L	C	O	E	T	S	I
I	IIII II	IIII III IIII	IIII III				
H	P	N	M				

- IIII II, III, IIII III, III, IIII, II, IIII III, IIII I, IIII, I, IIII I, IIII III.
- IIII III, IIII, IIII III III, II, IIII III, IIII I, IIII, I, IIII I, IIII III II.
- IIII III III, IIII, II, IIII III, IIII I, IIII, I, IIII I, IIII III II.