



# Walnut Tree Walk Home Learning



Year 3  
Autumn Term  
We Will Rock You / Rome  
Wasn't Built in a Day

# Topic Overview



Our first topic for this term is **The Stone Age to Iron Age**. This is a really interesting history-based topic.

It covers the period from around 3 million years ago to AD43 and includes not only the Stone and Iron Ages, but also the Neolithic Bronze Ages as well as the Celts and Ancient Egyptians.



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It leads into a short topic on **The Romans** towards the end of the term.

The science aspect for this term is rocks. The children will learn different rock types and identify them.

# Home Learning Project 1

## **Cave Art**

Early humans may have used cave art to help them communicate. Many cave paintings show animals and hunting scenes. Why do you think this is? What do you think they used for their paint? If you can, make your own cave painting.



### **You will need:**

- Coloured paint (red, black, white, yellow and brown)
- An old tile/slab OR card to paint on, sand and glue

First find your ‘cave wall’. You can paint anything that has a rough surface, for example sections of old roof tiles. You can also create your own rough surface by taking a thick piece of paper or card and covering it in PVA glue. Now shake sand over the paper and leave to dry. Shake off the excess sand to leave a rough surface to paint on. Now you need to find your painting tools. The ancients didn’t use paintbrushes, so you’ll need to paint using your fingers and natural objects around you. You can go into your garden or communal space to find sticks, leaves or feathers to use. You could also make up your picture using overlapping handprints (or individual fingers) – paint the colour onto your hand and press it onto the paper. Remember to use only colours that were common in cave paintings: red, black, white, yellow and brown.

### **What shall I paint?**

Most cave paintings were of animals, including deer, cattle or horses. Apart from handprints, humans were rarely represented and then mostly as very simple stick figures. Cave paintings are sometimes simple patterns too – using lines, dots and zigzags. You may want to paint the nature you see around you today – either by looking out of your window or using your imagination.

# Home Learning Project 2

## Materials

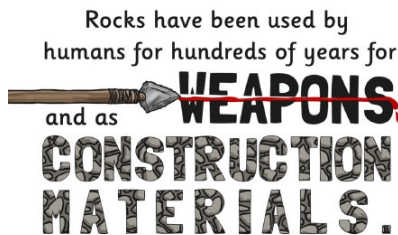


Stone age people didn't have plastic or metal to use as tools or to make things with.

Can you make a list of modern objects that are made using plastic or metal?

How would life be different without them?

What can you build with rocks? Or plastic and metal?



With this information, write a report about Stone Age and modern day materials. Make the difference between the materials and their use clear. Use headings and drawings with captions to illustrate your ideas.

# Home Learning Project 3

## **Tell a story without words**

### **You will need:**

- A large piece of paper on the wall OR a black/whiteboard
- Pens

If you are doing this as a group or family, play this quick and simple game to help get into the mind of your ancient ancestors and think about what life must have been like before written language developed. Imagine you are now entering the ancient world. It is 12000BC and Britain is beginning to warm after the Ice Age. You live a hunter-gatherer life, hunting mammals such as reindeer and Arctic hare.

Choose one member of the group to be the 'messenger' - they will have to share a message with the rest of the group by drawing a picture. The messenger can make up their own ancient message or use one of ours.

### **It could be:**

- I have had a successful hunt today and killed a deer.
- There are many fish in the river over the big hill.
- I have found a new cave that we could shelter in to keep dry.
- Has anyone seen my cutting stone?

The group has three minutes to work out what the message is by calling out suggestions based on the drawings.

Don't worry if you haven't worked out the message completely once the time is up. The aim of this game is to show just how tricky it must have been to communicate and share stories without written language. This may be why some ancient people began to use art to describe the world around them.

# Home Learning Project 4

## **Mary Anning**



Mary was born a long time ago in 1799. She was alive when Victoria became Queen, in 1837 but died in 1847.

Mary Anning found the fossils of prehistoric animals. Her passion for fossil-hunting helped change the way people thought about the world because at that time people did not even know about dinosaurs!

How could you explain to someone else the importance of studying old bones?

What do we learn from history?

[http://www.bbc.co.uk/schools/primaryhistory/famouspeople/mary\\_anning/](http://www.bbc.co.uk/schools/primaryhistory/famouspeople/mary_anning/)

If you can, research more information about Mary Anning, or other famous palaeontologists such as Jack Horner or David Norman.

Can you present your research and ideas as a poster?

# Home Learning Project 5

## **Stone Age House**

Stone Age houses were made from the materials that the people could find around them.



Collect some twigs, moss, feathers or leaves, if you can find them.

Use the twigs to make the main structure of the house.

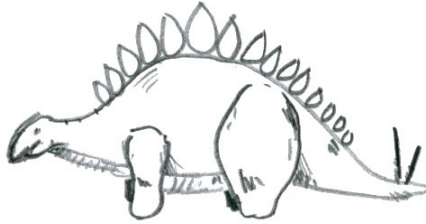
Cover it with moss or fur fabric to make your model Stone Age house.

**Imagine living in it.**

**Write a story  
about one stormy  
night when you  
couldn't sleep.**

# Home Learning Project 6

## Dinosaur Fossil Research



*Make up your own fact file about discovering a dinosaur fossil. You could try answering the following questions to help you.*

1. Draw a picture of what the dinosaur would have looked like.
2. What is the name of the dinosaur?
3. Who found the fossil?
4. Where was it discovered?
5. In which year was it found?
6. Which fossilised bones were found?
7. What did the dinosaur eat?
8. List 3 interesting facts about the dinosaur



# Home Learning Project 7

## Stone Circles

Ancient stone circles like **Stone Henge** and **Avebury** were built during the Neolithic and Bronze Ages.

They are made from huge, heavy boulders. Can you work out how the people at the time moved them and got them to stand up?



Try and build your own stone circle using modelling clay or old cereal boxes if you have some.

Remember your stone circle should line up with the sunset. How can you find this out?

## Home Learning Project 8



Iron is much stronger than bronze and stone.

Can you also list some everyday things that are made from iron?

How do you think the discovery of iron has helped us through history?

## Home Learning Project 9

When the Romans first came to Britain the Iceni made peace with them and were allowed to keep their lands.

But the Iceni were Celts and still wanted to live like a Celts. Queen Boudicca was Queen of the Iceni tribe and after her husband died she decided that she wouldn't pay anymore taxes to the Romans and that she wanted them to leave Britain.



She is said to have had long red hair and to have ridden a chariot pulled by horses. She was very brave and fought battles against the power of the Romans.

Imagine that you must persuade Queen Boudicca to fight the Romans.

Write a letter encouraging her and explain all the benefits of having your own country back again.

## Home Learning Project 10

The Romans wanted to rule Britain because it had lots of gold, silver and tin mines. These were really important as weapons, armour and goods (jewellery) could be made out of these metals.



They also made coins from the metal.



Can you make or draw your own Roman coins?

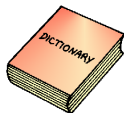
You must have the head of an important person on one side. Make up an important Roman name for your coin.



## Places to Visit



The British Museum  
The Victoria & Albert Museum  
The Natural History Museum



## Topic Vocabulary

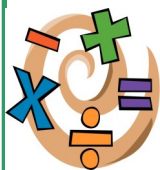
Stone Bronze Neolithic Palaeolithic  
Iron Celt Roman  
hunter gatherer  
farmer settler  
prehistoric



## Literacy Overview

Much of our literacy work this term will be inspired by our class texts *Charlotte's Web* by E.B. White and *Stone Age Boy* by Satoshi Kitamura. We will write responses to these texts including reports, stories, diaries and letters in character as well as additional chapters.

For the grammar side of literacy our lessons will involve using and identifying prepositions, for place, time and cause. We will also look at adjectives, nouns and adverbs; recognising simple sentences and how to extend these with conjunctions. We will also learn how to punctuate direct speech.



## Maths Overview

Maths in Year 3 involves work on place value and money, addition and subtraction, shape and symmetry, multiplication and division, time and data and fractions.

We revisit previous learning to secure knowledge and understanding in basic concepts and mathematical processes and then extend learning within each area, using relationships, patterns, sequences and inverse to solve a range of problems.

For example we begin the term looking at 2 & 3-digit numbers, placing them on empty number lines, then extend this to addition and subtraction.



# Useful websites



<http://www.bbc.co.uk/guides/z34djsx>

[http://www.enchantedlearning.com/subjects/dinosaurs/dinofossils/  
Paleontologists.shtml](http://www.enchantedlearning.com/subjects/dinosaurs/dinofossils/Paleontologists.shtml)

[http://www.bbc.co.uk/schools/primaryhistory/  
famouspeople/mary\\_anning/](http://www.bbc.co.uk/schools/primaryhistory/famouspeople/mary_anning/)

<http://www.bbc.co.uk/guides/z874kqt>

<http://www.bbc.co.uk/wales/celts/>

