

60-Second Reads Guidance

The National Curriculum states that:

Pupils in Years 3 and 4 should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.

This resource aims to give you the ability to test a pupil's level of fluency to this expected standard. Each 60-Second Read Activity Card features a short extract of age-appropriate text with an average word count of 100 words. The cumulative word count for each line of text is shown in the left-hand margin of each card. Each of the cards also contain a set of comprehension questions that link to the KS2 reading content domains.

Each different question type has its own canine helper to remind children of what they need to do to answer a question appropriately:

Vocabulary Questions

Vocabulary Victor is there to help you work out the meaning of unknown words and phrases using context clues.

2a: Give / explain the meaning of words in context.



Retrieval Questions

Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details.

2b: Retrieve and record information / identify key details from fiction and non-fiction.



Summary Questions

Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.

2c: Summarise main ideas from more than one paragraph.



Inference Questions

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

2d: Make inferences from the text / explain and justify inferences with evidence from the text.



Prediction Questions

Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.

2e: Predict what might happen from details stated and implied.



Compare, Contrast & Comment Questions

Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.



Author Choice Questions

Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how these words/phrases add to the meaning of the text.

2g: Identify/explain how meaning is enhanced through choice of words and phrases.



Cave Paintings

9 Deep within some ancient caves, the ceilings and walls
19 are covered in primitive art, brought to life by flickering
28 firelight. These paintings are not thought to have only
38 been for decoration, as they have been found in caves
43 with no signs of life.

52 Made by grinding colourful rocks (such as yellow ochre
63 and red oxide) into powder and binding them into a paste
72 using water or animal fat, early humans drew animals
81 and hunters, or left empty handprints, in caves around
92 the world, as a call for hunting success from their spirit
94 world ancestors.

103 Some famous cave paintings have been dated to around
114 18 000 years old but many are now closed to the public,
123 as the carbon dioxide breathed out by visitors caused
129 irreparable damage to the prehistoric relics.



Quick Questions



1. Find and copy two words from the text which mean the same as 'ancient'.



2. Name a rock from the text which can be ground to form a colourful powder.



3. Why is it not possible to risk the public damaging the cave paintings?



4. 'Deep within some ancient caves...'

In this sentence, what does the word 'some' tell the reader?

Cave Paintings

9 Deep within some ancient caves, the ceilings and walls
19 are covered in primitive art, brought to life by flickering
28 firelight. These paintings are not thought to have only
38 been for decoration, as they have been found in caves
43 with no signs of life.

52 Made by grinding colourful rocks (such as yellow ochre
63 and red oxide) into powder and binding them into a paste
72 using water or animal fat, early humans drew animals
81 and hunters, or left empty handprints, in caves around
92 the world, as a call for hunting success from their spirit
94 world ancestors.

103 Some famous cave paintings have been dated to around
114 18 000 years old but many are now closed to the public,
123 as the carbon dioxide breathed out by visitors caused
129 irreparable damage to the prehistoric relics.



Answers



1. Find and copy two words from the text which mean the same as 'ancient'.

Accept: primitive and prehistoric.



2. Name a rock from the text which can be ground to form a colourful powder.

Accept either 'yellow ochre' or 'red oxide'.



3. Why is it not possible to risk the public damaging the cave paintings?

Accept any answer pertaining to their historical value and their inability to be replaced.



4. 'Deep within some ancient caves...'
In this sentence, what does the word 'some' tell the reader?

Accept any answer which explains that the art is not present in all caves, only 'some' or a few.

Diary of Shabbat

10 As the light outside slowly dims to gold, I feel
18 the anticipation building. My stomach is full of
26 frantic butterflies as I realise Shabbat is about
36 to begin.... Just before it gets dark, I hear the
44 soothing hiss of the candles being lit followed
52 by the familiar sound of Mum reciting the
60 blessing in Hebrew, her hands covering her eyes.
67 The smell of delicious, home-cooked food wafts
77 from the kitchen but we are all focussed on the
83 ancient words that are welcoming Shabbat.
89 After this, my grandfather makes Kiddush
97 (blessing the wine and the challah bread), his
106 eyes twinkling. I take a sip of grape juice,
113 overjoyed that Shabbat, our holy day, is
115 finally here.



Quick Questions



1. Look for a metaphor in the text.
How does this add to the atmosphere of the text?



2. Is there anything you know now which you didn't know before?



3. How old do you think the person writing this diary is?



4. What do you think might happen next in this diary entry?

Diary of Shabbat

10 As the light outside slowly dims to gold, I feel
18 the anticipation building. My stomach is full of
26 frantic butterflies as I realise Shabbat is about
36 to begin.... Just before it gets dark, I hear the
44 soothing hiss of the candles being lit followed
52 by the familiar sound of Mum reciting the
60 blessing in Hebrew, her hands covering her eyes.
67 The smell of delicious, home-cooked food wafts
77 from the kitchen but we are all focussed on the
83 ancient words that are welcoming Shabbat.
89 After this, my grandfather makes Kiddush
97 (blessing the wine and the challah bread), his
106 eyes twinkling. I take a sip of grape juice,
113 overjoyed that Shabbat, our holy day, is
115 finally here.



Answers



1. Look for a metaphor in the text.
How does this add to the atmosphere of the text?
My stomach is full of frantic-butterflies' is a metaphor used in the text. This metaphor adds to the atmosphere of anticipation.



2. Is there anything you know now which you didn't know before?
Pupils' own responses, such as: I now know that Jewish people celebrate Shabbat by lighting candles, saying a prayer and blessing wine.



3. How old do you think the person writing this diary is?
Pupils' own responses, such as: I think the person writing this diary is ten years old because they live with their mum and Grandfather and they drink grape juice but their language is quite mature.



4. What do you think might happen next in this diary entry?
Pupils' own responses, such as: I think next the family will sit down to a delicious home-cooked meal and have a restful evening.

Sea Serpents

2 Ea (Babylonian)

- 10 The head is the head of a serpent,
15 From his nostrils mucus trickles,
21 His mouth is beslavered with water;
29 The ears are like those of a basilisk,
36 His horns are twisted into three curls,
43 He wears a veil in his headband,
51 The body is a fish full of stars,
58 The base of his feet are claws,
66 The sole of his foot has no heel,
70 His name is Sassu-wunnu,
77 A sea monster, a form of Ea.
- 80 **Jormungand (Old Norse)**
82 Pronounced 'Your-mu-gand',
85 Meaning 'earth necklace'.
88 The great beast,
90 An ocean-living dragon
98 With the smooth body of a snake;
104 A mouth lined with venom-dripping teeth,
111 Large enough to swallow a god whole.
113 So enormous
121 His body forms a circle around the world!



Quick Questions



1. Describe the Ea's horns.



2. Explain why 'earth necklace' is a good name for the jormungand



3. If these two sea serpents were in a battle, which do you think would win? Why?



4. Describe **one** way that Ea and Jormungand are similar and one way that they are different.

Sea Serpents

2 Ea (Babylonian)

- 10 The head is the head of a serpent,
15 From his nostrils mucus trickles,
21 His mouth is beslavered with water;
29 The ears are like those of a basilisk,
36 His horns are twisted into three curls,
43 He wears a veil in his headband,
51 The body is a fish full of stars,
58 The base of his feet are claws,
66 The sole of his foot has no heel,
70 His name is Sassu-wunnu,
77 A sea monster, a form of Ea.
- 80 **Jormungand (Old Norse)**
82 Pronounced 'Your-mu-gand',
85 Meaning 'earth necklace'.
88 The great beast,
90 An ocean-living dragon
98 With the smooth body of a snake;
104 A mouth lined with venom-dripping teeth,
111 Large enough to swallow a god whole.
113 So enormous
121 His body forms a circle around the world!



Quick Questions



1. Describe the Ea's horns.

Accept: They are twisted into three curls.



2. Explain why 'earth necklace' is a good name for the jormungand.

Accept an explanation with reference to the fact that it is so enormous that it forms a circle (like a necklace) around the whole world.



3. If these two sea serpents were in a battle, which do you think would win? Why?

Accept any explanation that draws on the features of the creatures, such as: The Jormungand would win because it has venom-dripping teeth that it could use to bite the Ea.



4. Describe **one** way that Ea and Jormungand are similar and one way that they are different.

Accept any explanation, such as: Both creatures have similarities to snakes/serpents but the Ea has feet whereas the Jormungand doesn't.

Stone Age Stew

10 A hearty and warming Stone Age stew is a welcome
19 luxury after a long day of hunting and gathering.

29 First, you will need to prepare the stock. For a
37 flavoursome and rich-tasting stock, you must use
46 the finest and freshest herbs so scavenge the woods
54 for juniper berries, nettle leaves, sunflower seeds and
65 hazelnuts. Add them to water in a large stone pot and
76 drop in some red-hot stones to heat the mixture. Why
85 not include some mammoth blood to give the stock
89 a deep, earthy flavour?

96 Next, roast today's catch over the fire
103 on a spit. When blackened, chop it
111 into small pieces and add it into your
118 stock. Keep stirring so that your stew
124 does not congeal. Serve piping hot
133 with a fresh lump of bone on the side.



Quick Questions



1. What do you think the word 'congeal' means in this text?



2. Which creature's blood would give this stock a deep, earthy flavour?



3. How does the author make this stew sound appealing?



4. How does this stew compare to food we eat today?

Stone Age Stew

10 A hearty and warming Stone Age stew is a welcome
19 luxury after a long day of hunting and gathering.

29 First, you will need to prepare the stock. For a
37 flavoursome and rich-tasting stock, you must use
46 the finest and freshest herbs so scavenge the woods
54 for juniper berries, nettle leaves, sunflower seeds and
65 hazelnuts. Add them to water in a large stone pot and
76 drop in some red-hot stones to heat the mixture. Why
85 not include some mammoth blood to give the stock
89 a deep, earthy flavour?

96 Next, roast today's catch over the fire
103 on a spit. When blackened, chop it
111 into small pieces and add it into your
118 stock. Keep stirring so that your stew
124 does not congeal. Serve piping hot
133 with a fresh lump of bone on the side.



Answers



1. What do you think the word 'congeal' means in this text?
Accept any reasonable answer which relates to 'sticking together' or 'going bad/hard'.



2. Which creature's blood would give this stock a deep, earthy flavour?
Accept: (Woolly) Mammoth



3. How does the author make this stew sound appealing?
Accept any answer pertaining to use of exciting adjectives which talk about flavour.



4. How does this stew compare to food we eat today?
Accept answers which discuss any relevant similarities and differences between this stew and food eaten today.

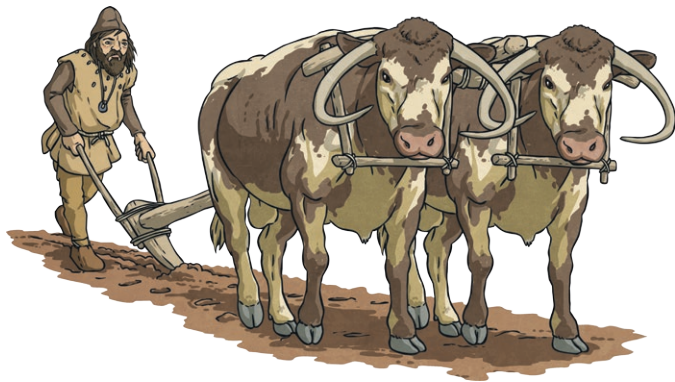
Stone Age Time Periods

11 The pre-historic period known as the Stone Age, which is
22 said to have lasted for over three million years, was named
33 because of the stone tools and equipment used at the time.
43 The Stone Age is divided into three phases, although the
52 exact dates for each section vary across the world.

61 During the Old Stone Age, known as the Palaeolithic
70 era, the earliest relatives of humans, homo habilis, used
80 simple stone tools and Britain was still connected by land
86 to modern-day France and Denmark.

95 In the Mesolithic period (Middle Stone Age), the more
101 developed humans lived hunter-gatherer lifestyles,
112 constantly on the move in order to survive. At this point,
116 Britain became an island.

124 During the New Stone Age (Neolithic period), farming
132 began, pottery was developed and villages were built.



Quick Questions



1. Find and copy a phrase which means the same as 'Old Stone Age'.



2. In which phase did Britain become an island?



3. Summarise the main points of this text in 20 words or less.



4. How are the Mesolithic and Neolithic periods different?

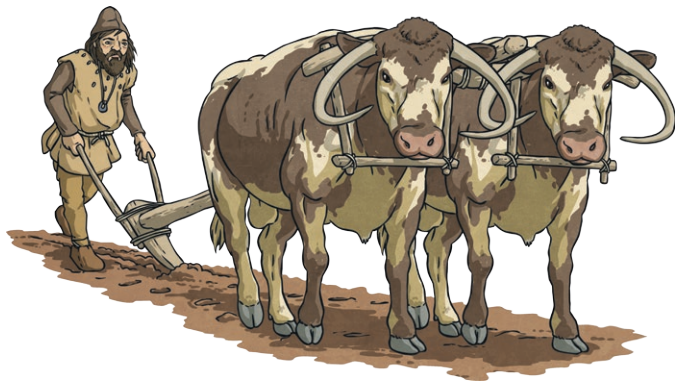
Stone Age Time Periods

11 The pre-historic period known as the Stone Age, which is
22 said to have lasted for over three million years, was named
33 because of the stone tools and equipment used at the time.
43 The Stone Age is divided into three phases, although the
52 exact dates for each section vary across the world.

61 During the Old Stone Age, known as the Palaeolithic
70 era, the earliest relatives of humans, homo habilis, used
80 simple stone tools and Britain was still connected by land
86 to modern-day France and Denmark.

95 In the Mesolithic period (Middle Stone Age), the more
101 developed humans lived hunter-gatherer lifestyles,
112 constantly on the move in order to survive. At this point,
116 Britain became an island.

124 During the New Stone Age (Neolithic period), farming
132 began, pottery was developed and villages were built.



Answers



1. Find and copy a phrase which means the same as 'Old Stone Age'.

Accept: Paleolithic era.



2. In which phase did Britain become an island?

Mesolithic



3. Summarise the main points of this text in 20 words or less.

Accept any reasonable summary which includes the main point that the Stone Age was divided into three periods and is 20 words or less in length.



4. How are the Mesolithic and Neolithic periods different?

Accept any reasonable difference from the text such as: 'Humans constantly moved in the Mesolithic period but settled in villages during the Neolithic period.'

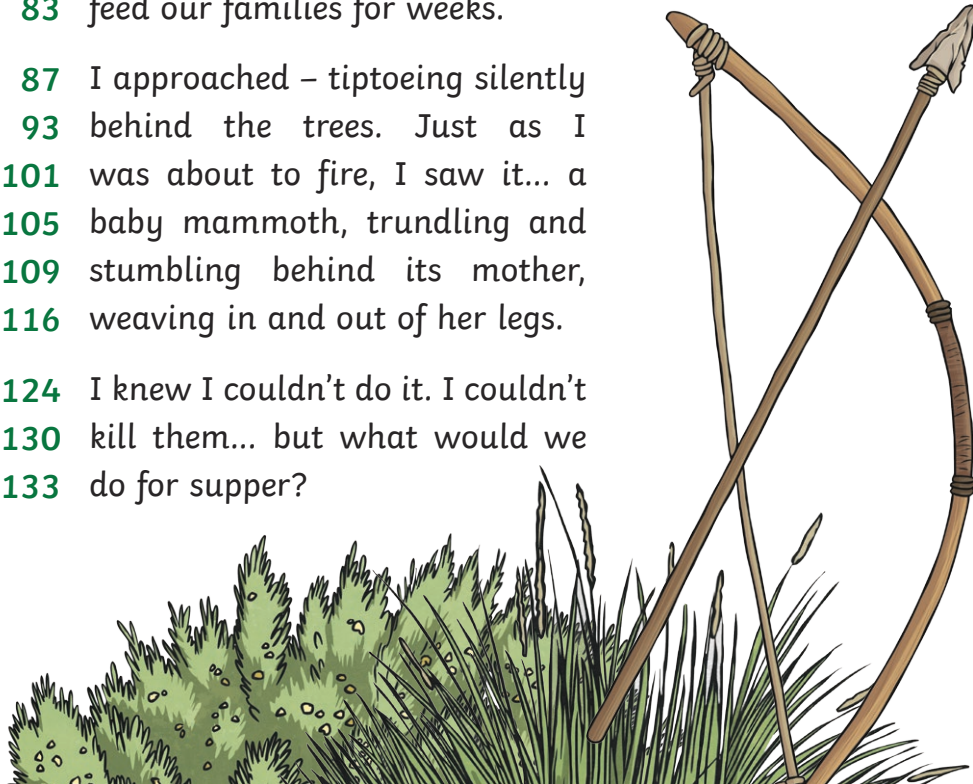
The Hunter with a Heart

10 I'd been hiding in the undergrowth for what seemed like
18 hours before the beast appeared – my stomach growling
30 with hunger so loudly that I was scared it might give my
32 position away.

43 I'd sharpened the tip of my flint spear and made three
54 extra arrows out of twigs and animal bone. I was ready
66 to become the hero of my village; ready to bring back the
78 biggest catch we'd had in months. It was so big it would
83 feed our families for weeks.

87 I approached – tiptoeing silently
93 behind the trees. Just as I
101 was about to fire, I saw it... a
105 baby mammoth, trundling and
109 stumbling behind its mother,
116 weaving in and out of her legs.

124 I knew I couldn't do it. I couldn't
130 kill them... but what would we
133 do for supper?



Quick Questions



1. What does "trundling and stumbling" tell you about the baby mammoth's walk?



2. What do you think the hunter did next? Give a reason for your answer.



3. How has the author made the character seem unsure at the end of the text?



4. Explain how the hunter's feelings change throughout the text.

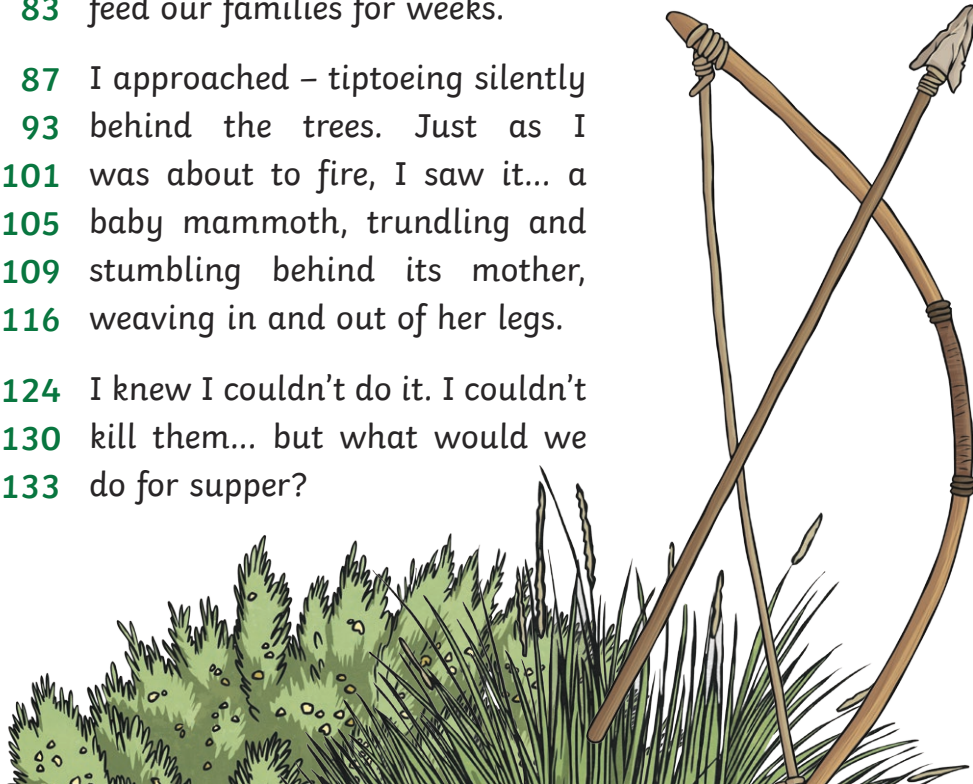
The Hunter with a Heart

10 I'd been hiding in the undergrowth for what seemed like
18 hours before the beast appeared – my stomach growling
30 with hunger so loudly that I was scared it might give my
32 position away.

43 I'd sharpened the tip of my flint spear and made three
54 extra arrows out of twigs and animal bone. I was ready
66 to become the hero of my village; ready to bring back the
78 biggest catch we'd had in months. It was so big it would
83 feed our families for weeks.

87 I approached – tiptoeing silently
93 behind the trees. Just as I
101 was about to fire, I saw it... a
105 baby mammoth, trundling and
109 stumbling behind its mother,
116 weaving in and out of her legs.

124 I knew I couldn't do it. I couldn't
130 kill them... but what would we
133 do for supper?



Answers



1. What does "trundling and stumbling" tell you about the baby mammoth's walk?
Accept any reasonable answer which explains that its walk was unsteady.



2. What do you think the hunter did next? Give a reason for your answer.
Accept any reasonable prediction accompanied with a valid explanation.



3. How has the author made the character seem unsure at the end of the text?
Accept any answer pertaining to the use of a question, the use of ellipses or repetition.



4. Explain how the hunter's feelings change throughout the text.
Accept answers which discuss the change from feeling ready to hunt, to hesitant after he sees the mammoth family

Stone Age History Activity

Become a Stone Age Hunter-Gatherer

To consider how stone age hunter-gatherers found their food.

Life in the Palaeolithic era could be tough. There was a constant search for food which meant moving around, hunting and gathering. Over time, farming techniques developed which meant people settled in one place; however, what would life have been for the early hunter-gatherers?

Re-enact the lifestyle of those hardy hunters and head outside for some practical, hands-on learning about our ancestors.

What you need:

- Plants, Berries and Nuts Cards (cut out and laminate the images)
- Cut-out and laminated images from [Stone Age Animals Large Display Cut-Out Pack](#) and [Prehistoric Beasts Display Posters](#)
- A basket, bag or shopping list to gather your 'food'
- A weapon made using the [Stone Age Weapon Activity](#)



What to do:

- Use the Stone Age Food Lesson PowerPoint to find out more about what was eaten during this time.
- Give each child a role as either a hunter or a gatherer.

Hunter

- Place enlarged copies of stone-age animals around your outside area. Don't make it too obvious where they are – the children have to hunt for them! Teachers could possibly have a pot with small images for the children to take as they make a successful strike. Alternatively, you could note it down on a whiteboard as they find each animal.
- Take your stone-age weapon of choice and try to hit the stone-age animal. If a child hits the target, they can 'collect' it. They only have three attempts!



Gatherers

- Place pictures of typical plants that could have been gathered in the stone age around your outside area.
- Don't make it too obvious where they are – the children have to work hard! It may be possible to use the real plants and trees in your setting. **Make sure the children Do Not eat any of the things they 'find'.**
- Among the images are some plants that are poisonous. Make sure the children read the information with each image to check that it is edible.
- The children can note down all the food that they find as gatherers on a whiteboard.

Back in the classroom, review how successful your hunter-gatherers have been. Which task was the most difficult? What would have made it more difficult in the stone age? Would the time of year affect the amount of food available?

When they have finished being hunter-gatherers, the children can then complete the Stone Age Survival – Seasons Wheel Activity Sheet.

Extension Activity

Try this [Stone Age Stewed Fruit Recipe](#).





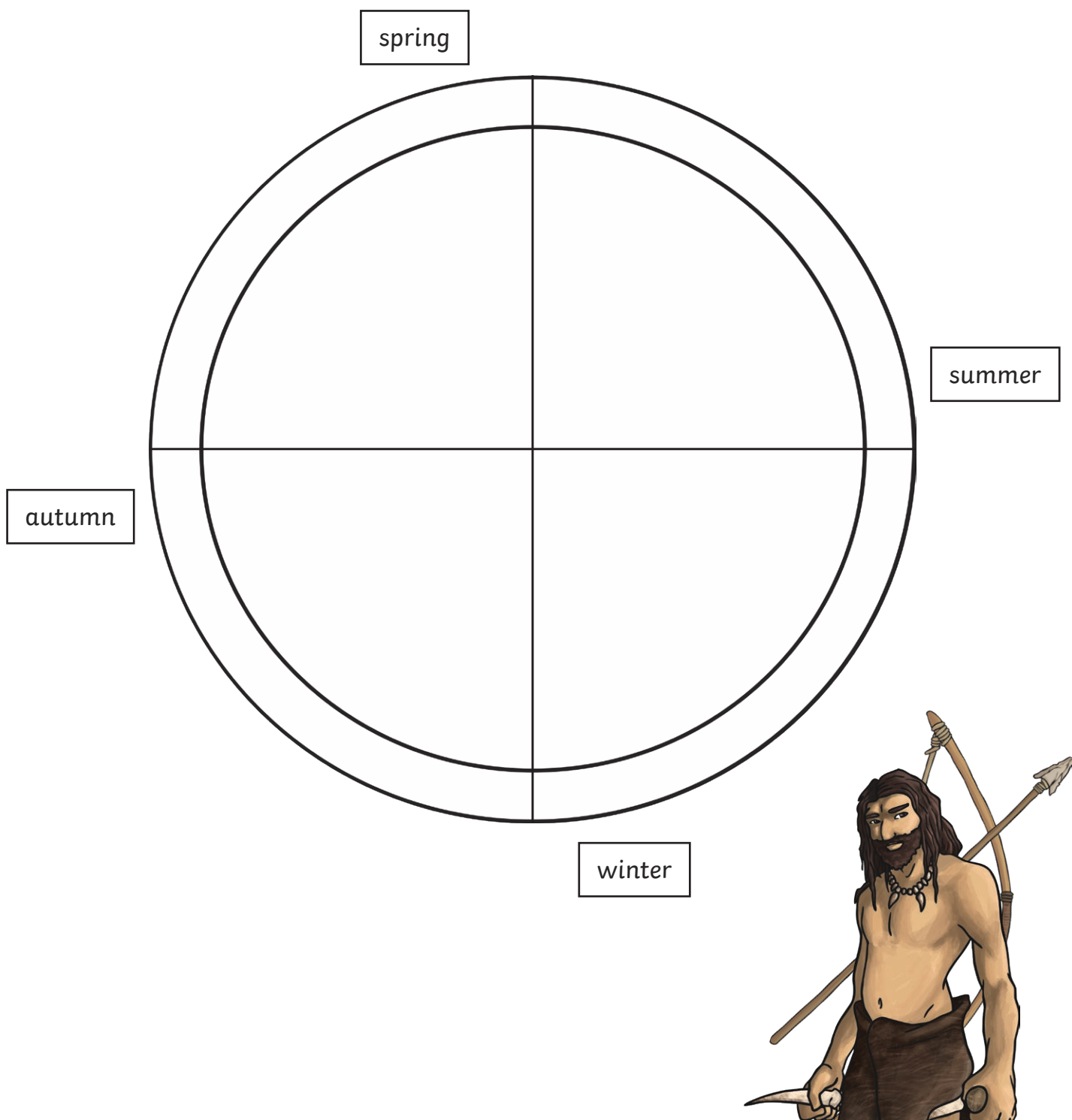


Teacher Note: These resources are for educational purposes only and are not intended in any way to be advice to be relied upon. We do not warrant that the information is accurate. You and your students, should not rely on the material included within this resource and we do not accept any responsibility if you or your students do. Twinkl therefore accepts no liability for any injuries/accidents/near misses that could arise from relying on any information within these resources and nor does it accept liability for any injuries/accidents/near misses which could arise by their implementation.

Stone Age Survival – Seasons Wheel

Draw or stick a picture of the food you gathered or hunted on to the correct season on the plate.

- In which seasons were you able to gather the greatest variety of food?
- You can hunt animals all year round. When do you think it would be easiest to hunt them? When would it be most difficult? Do you think the animals would migrate? Would this be a problem for stone-age hunter-gatherers? Using what you have learnt, write the name of the stone-age animal in the best season to hunt it.



Stone Age Survival

Hide copies of the plants around your school grounds. Challenge your class to become stone age hunter-gatherers. Will you find enough to make a meal?

Nettle



It can be used to make tea.

It can make nettle soup.

It can also be used as a medicine. They can be harvested in the spring.

Blackberries



Blackberries contain vitamin C and they can be harvested in autumn.

Dandelion



Dandelions are high in vitamin C.

The best time to gather them is in spring.

Haws (Hawthorn)



Hawthorn needs to be cooked before eating.

Leaves and berries are safe. They can be harvested in early May.

Pine Kernels



The seeds from pine kernels are high in protein. They are in season during autumn.

Elderberries



Elderberries are high in vitamin C.

They can be gathered in summer.

Beech Nuts



Beech nuts are cooked before they are eaten because they could be poisonous.

Blackthorn



Blackthorn are also known as sloe berries. They can be harvested in autumn.

Acorns



Acorns were eaten in autumn when they had turned brown. They would be ground into flour.

Fools Funnel Mushroom



It is poisonous!
It gives severe sickness and stomach pain.

Death Cap Mushroom



It is poisonous!
It causes severe sickness and even death.

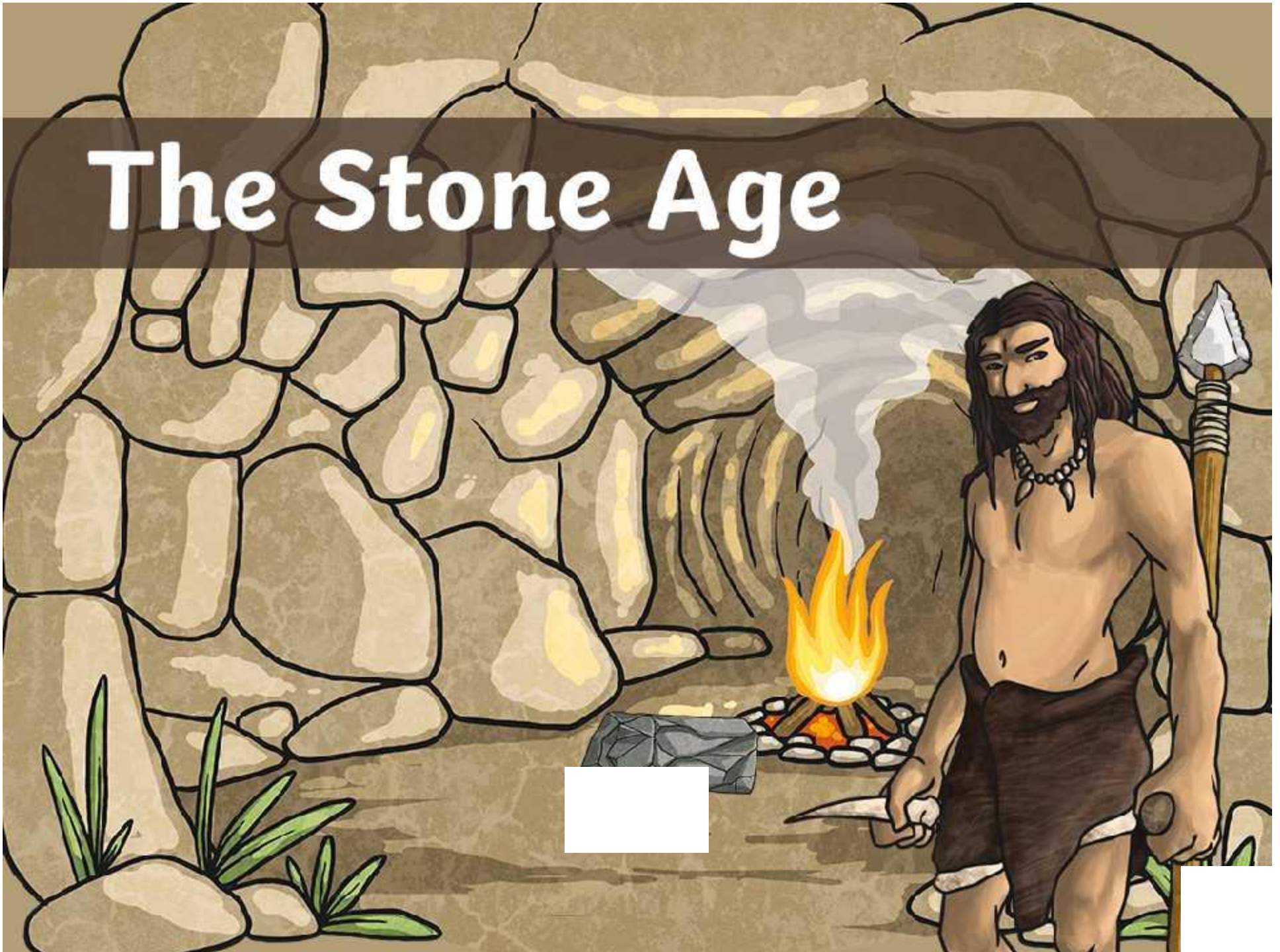
Giant Hogweed



It is poisonous!
It should **NOT** be touched.

Teacher Note: These resources are for educational purposes only and are not intended in any way to be advice to be relied upon. We do not warrant that the information is accurate. You and your students, should not rely on the material included within this resource and we do not accept any responsibility if you or your students do. Twinkl therefore accepts no liability for any injuries/accidents/near misses that could arise from relying on any information within these resources and nor does it accept liability for any injuries/accidents/near misses which could arise by their implementation.

The Stone Age



Aim

- To find out about the Stone Age.



What does prehistoric mean?

Prehistoric comes from 'pre-history'.

It means a time before written records existed.

There is no recorded history of this time that we can read, just clues left behind that archaeologists have to interpret.



When was the Stone Age?

The Stone Age covers a huge period of time, over 3 million years!

The Stone Age starts from when the first human like animals came into existence. The earliest evidence has been found in Africa.

Early humans arrived in Britain more than 800,000 years ago but Britain has not been constantly lived in since that time due to climate changes.

The ice and the cold temperatures during the last period of time known as the Ice Age meant that early humans left Britain in search of warmer climates.

At this time Britain was not an island so they could walk across the land into Europe and Africa.

The Stone Age is broken down into smaller time periods

Palaeolithic – around 3,000,000 BC

During this long period of time, the earliest hominids (humans or close relatives of humans), Homo habilis, who used simple stone tools, slowly developed into the modern humans we call Homo sapiens. Britain was still connected by land to France and Denmark.

Mesolithic – around 10,000BC

People led largely nomadic lives as hunter-gatherers, constantly on the move in order to survive. It was during this time that Britain became an island.

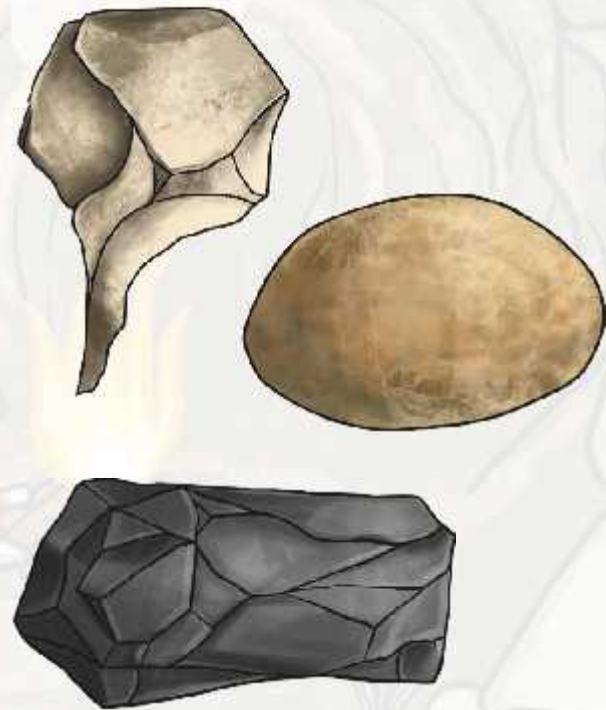
Neolithic – around 4,500 BC – 2,400BC

This is the time that farming began, pottery was developed and villages were built.

Why is it called the Stone Age?

The Stone Age is so called because the earliest humans used stone to make tools with a sharp edge or point.

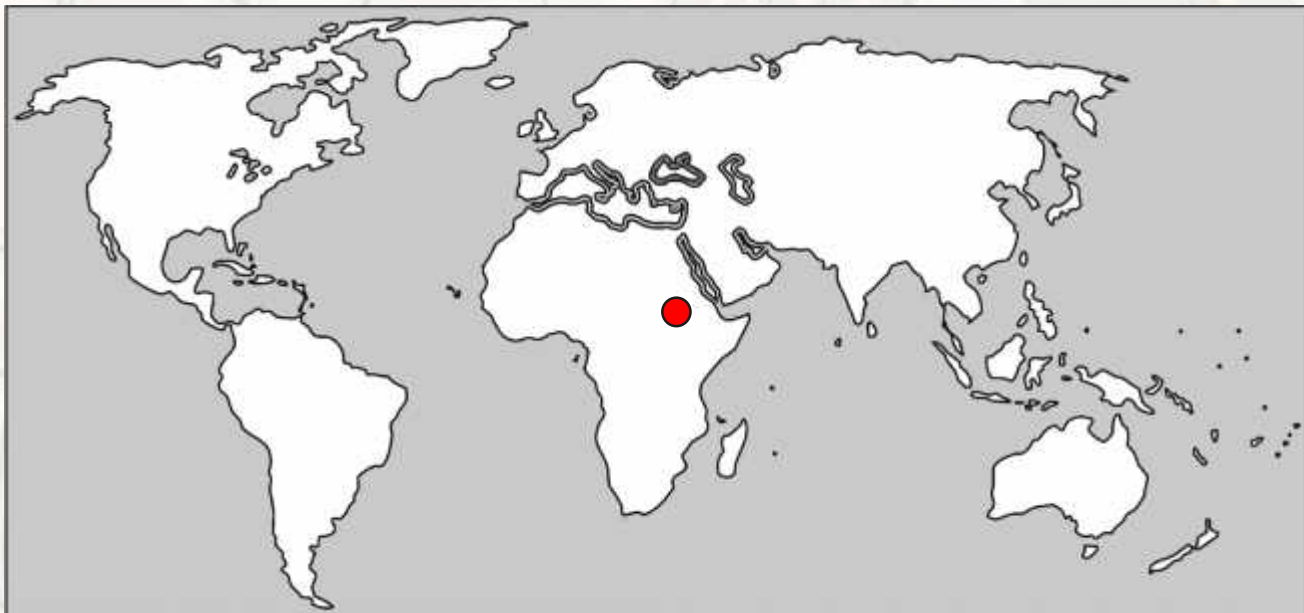
Stone was the material predominantly used for tools throughout the Stone Age.



Which countries were populated?

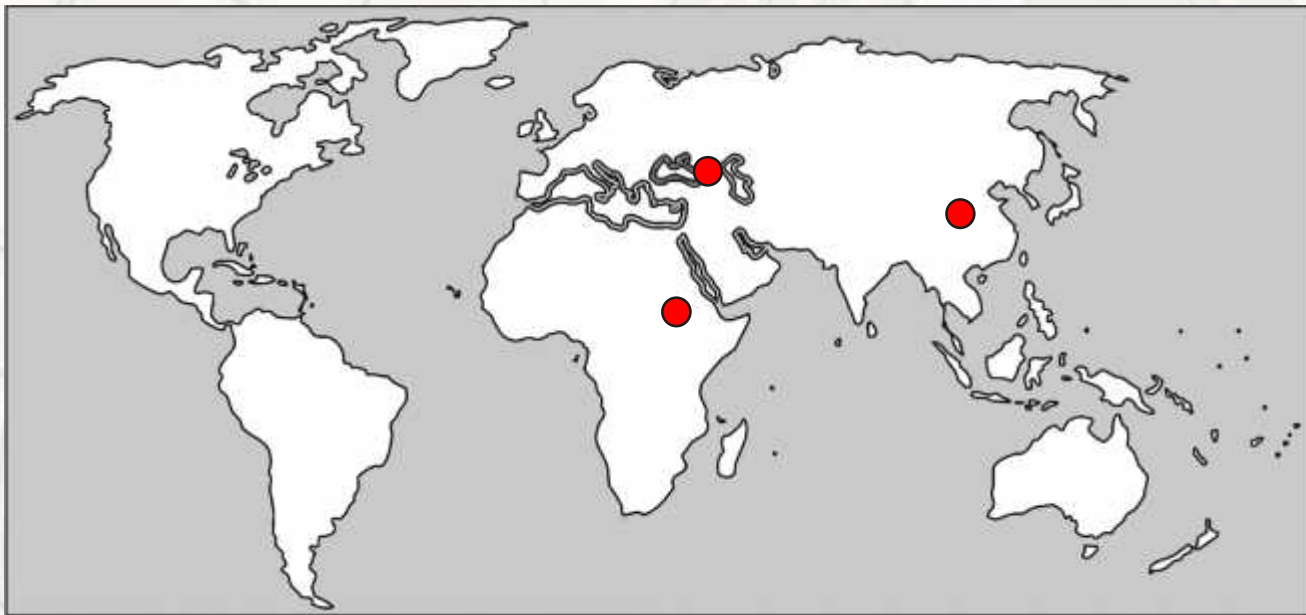
Today there are over seven billion people in the world (7,000,000,000). Even at the peak of the stone age it was likely that there were less than five million (5,000,000).

About 2 million years ago Homo habilis appeared in eastern Africa.



Which countries were populated?

About 1.5 million years ago *Homo erectus* were living in the Southern Caucasus and Northern China.



Which countries were populated?

By 400,000 years ago the early human population had spread to Indonesia and Europe.



Which countries were populated?

By 27,000 years ago they had set foot in Australia, Poland, Japan and Siberia.



Which countries were populated?

It wasn't until around 10,000 BC that early humans reached North and South America via the Bering land bridge that at that time connected Siberia and North America.



What type of houses did they live in?

This depended on the time, and the country.

In Britain, archaeologists have found evidence of four different types of dwelling.



What type of houses did they live in?

During the Palaeolithic time period when the ice came, some early humans sheltered from the cold in caves.

Why build your own house when there's one already available?



What type of houses did they live in?

Evidence found in Howick from Mesolithic times indicates a circular structure made from wooden posts.

There are no existing houses remaining but archaeologists have found marks in the ground that they believe were made from the timber poles. The frame may have been round, or conical like a tepee.

They may have used animal skin, thatch or turf to cover the frame.

There was evidence that the floor was covered with a layer of moss, reeds and other soft plant materials.



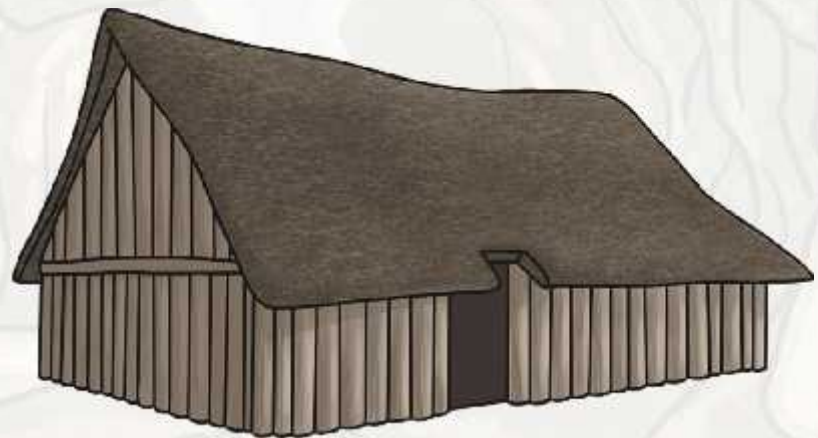
What type of houses did they live in?

Evidence suggests that houses were usually rectangular and constructed from timber in the Neolithic period.

None of these houses remain but we can see the foundations.

Some houses used **wattle and daub** for walls and thatched roofs.

There was evidence that the floor was covered with a layer of moss, reeds and other soft plant materials.



Wattle and Daub: A mixture of manure, clay, mud and hay stuck to sticks that have been woven in and out of the timber frame.

What type of houses did they live in?

Some houses in the Neolithic period, like those uncovered at Skara Brae, were built from stones.

They were built into mounds of rubbish known as midden. This could include small stones, shells, mud and animal bones.

It would provide some stability as well as insulation.

The houses were usually round.

They had beds and storage shelves, and a hearth in the middle.



What clothes did they wear?

People wore animal skins to keep them warm, sewn together using bone needles.



The fine bone needles that have been found were probably used for embroidery as well. The bodies of a boy and a girl buried around 28,000 years ago in Russia were found with thousands of ivory beads and fox teeth covering them, work that would have taken years to complete.

We also know that people were weaving fabric back then (which could have been used for clothes) and dyeing spun plant fibres different colours, so maybe fashion started a lot earlier than you might think!



What food did they eat?

Animals were the main source of food.

They would eat all of the animal. When all the meat was stripped off the bones, the bones would be smashed so the marrow could be eaten from the inside.

Marrow is high in fat and would have been a good energy source.

Did You Know...?

Some archaeologists believe that early humans would have cut open the stomach of an animal and eaten their last meal!



What food did they eat?

Although it is thought that farming largely began in the Neolithic time, when many more plant based foods became part of people's diets, there is evidence that people were eating food such as beans, seeds, lentils, nuts and grains over 23,000 years ago in the Palaeolithic period.

Their diet was a lot more varied than you might think, including many plants that today we treat as weeds.

Sunflower seeds



Nettle leaves



Hazelnuts



How did they communicate?



Symbols have been found alongside cave paintings in Europe, used repeatedly in the same clusters in different caves.

Similar symbols have also been found on jewellery, suggesting that there was possibly a communication system in existence 30,000 years ago.

What did they do?

dug for flint

hunted and gathered food

made tools and weapons

prepared animal skins to make clothes

hunted and gathered food

started fires to cook food and keep warm

made objects out of clay

made jewellery

made thread from plant fibres and dyed it

Painted – like the paintings we can still see today in caves

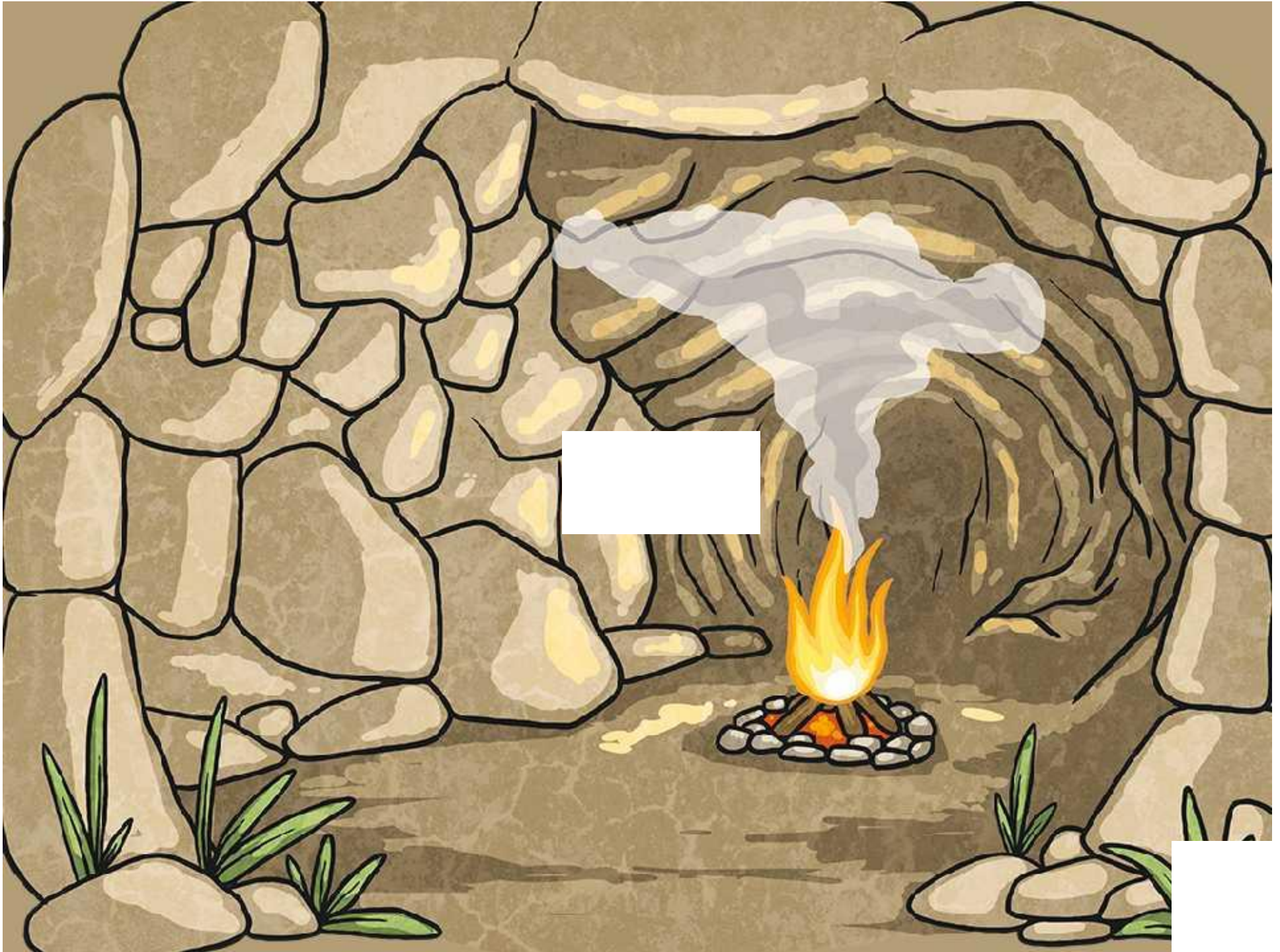
Did you know the origins of the domestic dog can be traced back to the Stone Age?

Dogs would help with hunting.

Graves have been found where dogs had been buried with tools, like they buried humans with.

This tells us that dogs were treated like part of the family.





Challenge

There are 6 cavemen.
Each caveman found 3 stones
to make arrowheads.
How many arrowheads did
the cavemen find altogether?

Challenge

If one caveman walks
3 miles every day for 5 days,
how far will he walk in total?

Challenge

Agga collected berries
for 6 hours. She found 11 berries
every hour. How many berries
did she find altogether?

Challenge

Gark is making tools.
If he makes 9 tools a day,
how many tools will
he make in 4 days?

Challenge

Og collects 4 times as many
bones as Tark. If Tark has
6 bones, how many bones
does Og have?

Challenge

Dukil needs 2 animal skins
to make each set of clothes.
How many animal skins will he
need to make clothes for
4 people?

Challenge

Zog goes on a hunt. He creeps
past 7 trees every minute.
How many trees will he have
passed in 4 minutes?

Challenge

Togil is gathering food.
She collects 5 times more
berries than leaves.
If she collects 8 leaves, how
many berries would she have?



Chance

Draw an array to represent 4×9 .

Chance

Use practical equipment to represent 4×6 .

Chance

Say your 5 times table forwards and backwards.

Chance

Draw an array to represent 5×7 .

Chance

Think of an object that rhymes with any number from 1 to 10 (e.g. 'door' or 'hen'). Draw it in the air or complete an action that will help your friends guess the correct object and number.

Chance

Do your best caveman impression.

Chance

Complete 10 star jumps.

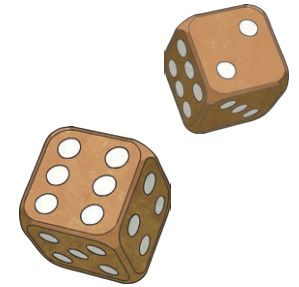
Chance

Point your finger in the air and draw any multiplication sentence that is equal to 20.



MATHOPOLY

Stone Age Edition



Congratulations to








Well Done!



Date: _____ Signed: _____



| | | | | | |
|--|---|---------------|---|---------------|------------|
|  Good luck! Pick up a chance card. | 12×9 | 9×2 |  Challenge | 8×3 | |
| | + 6 points | + 6 points | | + 6 points | |
| | <div style="text-align: center;"> <h1>MATHS</h1> <h2>Story</h2> </div>   | | | | |
| | <p>Place your challenge cards here.</p> | | | | |
| | <p>Place your counters on start and write your names on the score card.</p> <p>On your turn, roll the dice and move your counter around the board clockwise.</p> <p>If you land on a coloured space, answer the question correctly to score the points.</p> | | | | |
| 3×11 | + 5 points | 9×8 | + 5 points | 11×0 | + 5 points |
| | | | Chance | | |
| | | 6×5 | + 4 points | 10×7 | + 4 points |
| | | | + 4 points | | |
| | | | + 4 points | | |
| | | | + 3 points | | |
| | | | + 3 points | | |
| | | | + 3 points | | |
| | | | + 3 points | | |
| Pick up a challenge card. Good luck!  | 4×4 | 12×3 | 7×2 | 8×10 | |

OPOLY

Stone Age Edition



Place your
chance
cards here.

If you land on a challenge space, pick up a challenge card and answer the problem correctly to score the points.

If you land on a chance space, pick up a chance card for a trick or treat!

The first player to reach 100 points wins!



Roll a dice!
If the number is even, pick up a **chance card**.
If it's odd, pick up a **challenge card**.

+ 8 points

$$\square \times 9 = 63$$

+ 8 points

$$11 \times 5$$

+ 9 points

$$9 \times 9$$

Challenge



+ 9 points

$$\square \times 8 = 64$$

+ 10 points

$$12 \times 11$$

+ 7 points

$$64 = 7 \times \square$$

+ 7 points

$$84 = 8 \times \square$$

+ 7 points

$$9 \times 6$$

+ 8 points

$$121 = 11 \times \square$$

+ 2 points

$$\square \times 5 = 40$$

Chance



+ 2 points

$$4 \times 5$$

+ 2 points

$$3 \times 7$$

Start

Collect 5 points every time you pass start.



MATHOPOLY

Stone Age Edition

Place your challenge cards here.

Place your chance cards here.

Place your counters on start and write your names on the score card.

On your turn, roll the dice and move your counter around the board clockwise.

If you land on a coloured space, answer the question correctly to score the points.

If you land on a challenge space, pick up a challenge card and answer the problem correctly to score the points.

If you land on a chance space, pick up a chance card for a trick or treat!

The first player to reach 100 points wins!



| | | | | | | | | | |
|---|-------------------|-------------------|--------------------|-------------------------|-------------------------|-------------------|---------------------------|-------------------------|--|
| <p>Pick up a chance card. Good luck!</p> | | | <p>Challenge</p> | | | | | | <p>Roll a dice!</p> <p>If the number is even, pick up a chance card. If it is odd, pick up a challenge card.</p> |
| | 12×9 | 9×2 | 8×3 | $64 = 7 \times \square$ | $48 = 8 \times \square$ | 9×6 | $\square \times 11 = 121$ | | |
| | + 6 points | + 6 points | + 6 points | + 7 points | + 7 points | + 7 points | + 7 points | + 8 points | |
| 3×11 | + 5 points | | | | | | | $\square \times 9 = 63$ | + 8 points |
| 9×8 | + 5 points | | | | | | | 11×5 | + 8 points |
| 11×0 | + 5 points | | | | | | | 9×9 | + 9 points |
| Chance | Challenge | | | | | | | | Challenge |
| 6×5 | + 4 points | | | | | | | $\square \times 8 = 64$ | + 9 points |
| 10×7 | + 4 points | 12×11 | + 10 points | | | | | | |
| <p>Pick up a challenge card. Good luck!</p> | + 4 points | + 3 points | + 3 points | + 3 points | + 2 points | Chance | + 2 points | + 2 points | <p>Start</p> <p>Collect 5 points every time you pass start.</p> |
| 4×4 | 12×3 | 7×2 | 8×10 | $\square \times 5 = 40$ | | 4×5 | 3×7 | | |

MATHOPOLY

Stone Age Edition

Roll a dice!
If the number is even, pick up a **chance card**.
If it's odd, pick up a **challenge card**.

Place your challenge cards here.

Place your chance cards here.

Start
Collect 5 points every time you pass start.

| | | | | | | | | | |
|--|--|------------------------------------|-----------------------------------|------------------------------------|--|--|------------------------------------|--|--|
| Pick up a chance card. Good luck! | 12×9 + 6 points | 2×2 + 6 points | Challenge | 8×3 + 6 points | $49 = 7 \times \square$ + 7 points | $48 = 8 \times \square$ + 7 points | 6×6 + 7 points | $121 = 11 \times \square$ + 8 points | |
| 3×11 + 5 points | <p>Place your counters on start and write your names on the score card.</p> <p>On your turn, roll the dice and move your counter around the board clockwise.</p> <p>If you land on a coloured space, answer the question correctly to score the points.</p> | | 9×8 + 5 points | 11×0 + 5 points | Chance | 6×5 + 4 points | 10×7 + 4 points | 9×9 + 9 points | Challenge |
| Pick up a challenge card. Good Luck! | + 4 points 4×4 | + 3 points 12×3 | + 3 points 7×2 | + 3 points 8×10 | + 2 points $\square \times 5 = 40$ | Chance | + 2 points 4×5 | + 2 points 3×7 | + 8 points $\square \times 9 = 63$ |
| + 9 points $\square \times 8 = 64$ | + 10 points 12×11 | + 8 points 11×5 | + 8 points | + 8 points | | | | | |

The Stone Age Artist



A cold wind blew into the cave but Red Fingers didn't shiver. She was a cavegirl and cavegirls didn't feel the cold. She bent down to look at her painting. It was getting dark but the sun lit it up with an orange glow.

Fire Man walked up to Red Fingers. He had his hands above his head, trying to make them look like deer antlers. He was telling her about the deer he was cooking for dinner but Red Fingers wasn't hungry. She shook her head and tapped her finger into some paint. She rubbed it into her painting.

Fire Man made a noise and patted his belly. "Eat," he seemed to say.



Red Fingers shook her head again. She dipped another finger into the paint.

"Eat," Fire Man repeated. He rubbed his hands together and blew on them. Then, he flicked his arms into the air. He was trying to show Red Fingers that he was making a fire to cook their meal.

Even though she was hungry, Red Fingers didn't want to eat. She wanted to finish her painting and wished Fire Man would leave her alone.

All day, Fire Man had been hunting for food. He had returned carrying a deer with beautiful antlers.

She could hear Fire Man grumbling to the others but she didn't care. She held a red rock over her paint and scraped at it with a stone. Tiny bits of dust fell off like rain and she watched as they spread into her mixture. Red Fingers then spat into the paint, mixing it all together with a stick.

The smell of food cooking made Red Fingers stop for a moment. The Old Woman walked up to her, holding something. She held out her hand and gave Red Fingers a piece of warm meat.

Red Fingers sniffed it, then took a bite. She was hungrier than she thought. The meat tasted so good



and she felt bad for ignoring Fire Man.

It was getting dark and the Old Woman hobbled off. Wolves howled outside as Red Fingers looked at her painting. It was a picture of a deer with beautiful antlers.

That night, Red Fingers thought about all her other cave paintings. She wondered if her children might one day get to see them.

A cold wind blew and Red Fingers pulled her fur skin tight. She was soon asleep, dreaming of wolves, mammoths and the deer with beautiful antlers.



Questions

1. Why didn't Red Fingers shiver? Tick **one**.

- because it was getting dark
- because she liked the sun
- because she was a cavegirl and cavegirls don't shiver
- because the wind was warm

2. What animal did Fire Man try to act like?

3. What did Fire Man do when he made a noise? Tick **one**.

- grumble
- pat his belly
- dip his finger in the paint
- hunt

4. Why do you think Red Fingers spat? Give evidence to help explain your answer.

5. Draw a line to match the sentence with the correct ending.

Wolves howled outside

She held a red rock over
her paint

She was hungrier

and scraped at it with a
stone.

than she thought.

as Red Fingers looked at
her painting.

6. Number these to show the order that they appear in the text. The first one has been done for you.

| | |
|----------|--|
| | "Eat," Fire Man repeated. |
| | Tiny bits of dust fell down like rain. |
| | Fire Man walked up to Red Fingers. |
| 1 | A cold wind blew into the cave. |
| | Wolves howled outside. |

7. **It was getting dark and the Old Woman hobbled off.**

What word could you use instead of **hobbled**?

Answers

1. Why didn't Red Fingers shiver? Tick **one**.

- because it was getting dark
- because she liked the sun
- because she was a cavegirl and cavegirls don't shiver**
- because the wind was warm

2. What animal did Fire Man try to act like?

Fire Man tried to act like a deer.

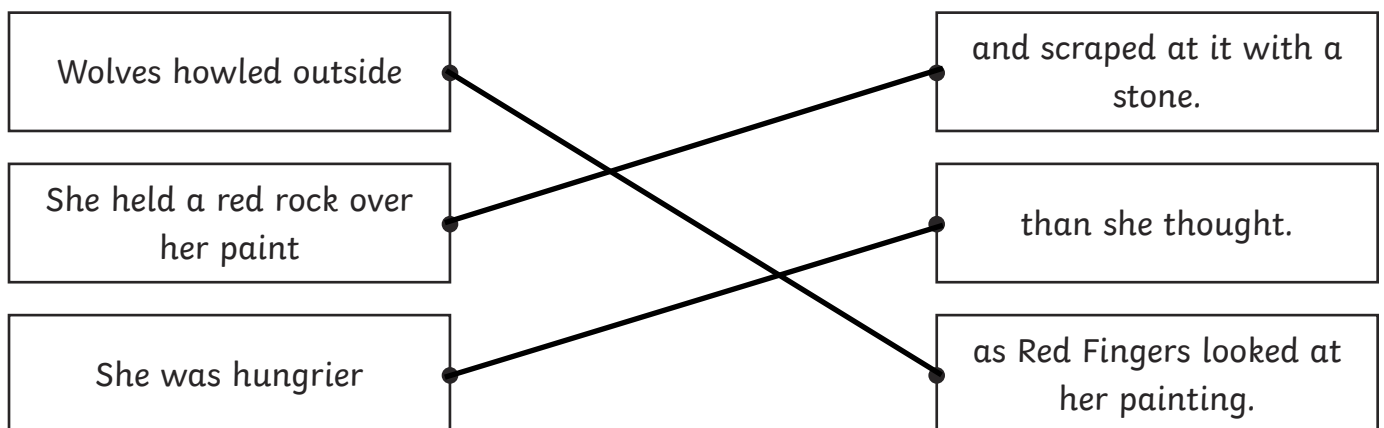
3. What did Fire Man do when he made a noise? Tick **one**.

- grumble
- pat his belly**
- dip his finger in the paint
- hunt

4. Why do you think Red Fingers spat? Give evidence to help explain your answer.

Pupils' own responses, such as: It says that Red Fingers mixed it all together with a stick so I think Red Fingers spat because she wanted her paint to be more runny.

5. Draw a line to match the sentence with the correct ending.



6. Number these to show the order that they appear in the text. The first one has been done for you.

| | |
|----------|--|
| 3 | "Eat," Fire Man repeated. |
| 4 | Tiny bits of dust fell down like rain. |
| 2 | Fire Man walked up to Red Fingers. |
| 1 | A cold wind blew into the cave. |
| 5 | Wolves howled outside. |

7. **It was getting dark and the Old Woman hobbled off.**

What word could you use instead of **hobbled**?

Pupil's own responses, such as: You could use walked/hopped/limped.

The Stone Age Artist



A cold wind blew but Red Fingers didn't shiver. She pulled her fur skin tight around her shoulders and bent down to look at her painting. The sun was low in the sky, lighting the cave with a bright, orange glow.

A voice called out. Red Fingers turned to see Fire Man walking towards her. He had his hands above his head, trying to make them look like antlers.

Red Fingers grunted and shook her head. She tapped her finger into some brown-red paint and rubbed it along the outline of her artwork.

Fire Man mumbled something and patted his belly. "Eat," he seemed to say.



Red Fingers shook her head again and dipped another finger into the paint.

"Eat," Fire Man repeated. He rubbed his hands together and blew on them. Then he flicked his arms into the air. He was trying to tell her about the fire he was making to cook their meal.

Red Fingers felt annoyed and her lip curled up. She waited for Fire Man to leave before carrying on with her painting.

All day Fire Man had been hunting in the icy wastelands searching for food. He had returned with the others, carrying a beast with magnificent antlers on his back. She was hungry but Red Fingers didn't want to eat. Her painting was far more important.

She could hear Fire Man grunting and grumbling to the others but she didn't care. She held a red-looking rock over her paint and scraped at it with a stone. Tiny fragments of dust sprinkled down like rain and she watched as they spread into her mixture. Red Fingers then spat into the paint, mixing it all together with a stick.

Red Fingers could smell the food and her stomach



rumbled. The Old One came hobbling towards her and she greeted Red Fingers with a whistle-like grunt. In her hand was a slice of meat. She offered it to Red Fingers. Red Fingers waited, then accepted the gift. She bit in and nodded thankfully. She was hungrier than she thought. The Old One gave her a toothless smile before hobbling away again. Even though Red Fingers was busy, the Old One was right to make her eat.



As darkness came, Red Fingers turned back to her picture, brushing the rock with her painted fingertips.

Pack hunters howled outside as she sat back to view her work. Red Fingers could just about see her painting in the gloom. It was a beast with magnificent antlers running free across the icy wastelands.

That night, as she stared at the stars, Red Fingers thought about all her other cave paintings. She wondered how long they would last for and whether her children – or even her children's children – might one day get to see them.

A cold wind blew and Red Fingers pulled her fur skin tight. Soon, she was asleep, dreaming of pack hunters, night creatures and the beast with magnificent antlers.

Questions

1. What time of day do you think it is at the start of the story? Explain why you think this.

2. Fire Man had his hands above his head, trying to make them look like antlers. What animal was Fire Man trying to act like? Tick **one**.

- woolly mammoth
- sabre-toothed tiger
- cow
- deer

3. **Red Fingers shook her head again.**

Why did Red Fingers shake her head?

4. Why had Fire Man been in the icy wastelands?

5. Number these to show the order that they appear in the text. The first one has been done for you.

| | |
|----------|---|
| | Red Fingers tapped her finger into some brown-red paint. |
| | Red Fingers spat into her paint. |
| | Fire Man said, "Eat." |
| | Red Fingers stared at the stars. |
| 1 | The sun was low in the sky, lighting the cave with a bright, orange glow. |

6. Link the characters to the word that describes them best.

Red Fingers ●

Fire Man ●

Old One ●

● hunter

● carer

● artist

7. Why do you think Red Fingers is called Red Fingers? Give reasons in your answer.

8. Why do you think Red Fingers dreamt of the beast with magnificent antlers? Tick **two**.

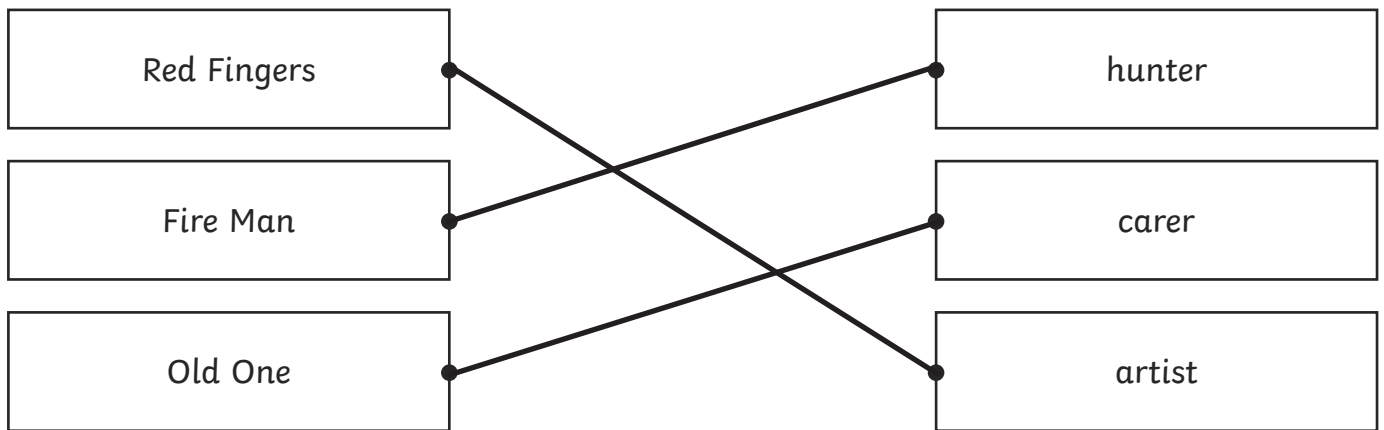
- It inspired her.
- She was scared of it.
- Fire Man liked it.
- She was full of respect for it.

Answers

- What time of day do you think it is at the start of the story? Explain why you think this.
Pupils' own responses, such as: It was late afternoon/evening. I know this because it says the sun was low in the sky. This happens at the beginning and end of the day. Later on, it says 'as darkness came', which shows me that at the start of the story it was just before it went dark.
- Fire Man had his hands above his head, trying to make them look like antlers. What animal was Fire Man trying to act like? Tick **one**.
 - woolly mammoth
 - sabre-toothed tiger
 - cow
 - deer
- Red Fingers shook her head again.**
Why did Red Fingers shake her head?
Red Fingers shook her head because she didn't want to eat anything and wanted Fire Man to go away.
- Why had Fire Man been in the icy wastelands?
Fire Man was searching for food and hunting in the icy wastelands.
- Number these to show the order that they appear in the text. The first one has been done for you.

| | |
|----------|---|
| 2 | Red Fingers tapped her finger into some brown-red paint. |
| 4 | Red Fingers spat into her paint. |
| 3 | Fire Man said, "Eat." |
| 5 | Red Fingers stared at the stars. |
| 1 | The sun was low in the sky, lighting the cave with a bright, orange glow. |

6. Link the characters to the word that describes them best.



7. Why do you think Red Fingers is called Red Fingers? Give reasons in your answer.

Pupils' own responses, such as: I think Red Fingers is called Red Fingers because she paints a lot and uses her fingers. It says that she uses brown-red paint and I think her hands must always be painted that colour so that's why it's her name.

8. Why do you think Red Fingers dreamt of the beast with magnificent antlers? Tick **two**.

- It inspired her.**
- She was scared of it.
- Fire Man liked it.
- She was full of respect for it.**

The Stone Age Artist



A cold wind blew but Red Fingers didn't shiver. Instead, she pulled her fur skin tight around her shoulders and crouched to view her painting. The sun was low in the sky, lighting the cave up with a bright, orange glow.

A voice called out. Red Fingers turned to see Fire Man lumbering towards her. He had his hands above his head, trying to make them look like antlers.

Red Fingers grunted with a shake of her head. She dabbed a finger into a small pool of brownish-red paint and gently rubbed it along the outline of her artwork.



Fire Man mumbled something and patted his belly. "Eat," he seemed to say.

Red Fingers shook her head again and dipped a second finger into the paint.

"Eat," Fire Man repeated. He rubbed his hands together and blew on them. Then, he flicked his arms into the air. He was trying to tell her about the fire he was making to cook their meal.

Red Fingers didn't look up. Her mouth curled, irritably. She waited for Fire Man to leave before continuing with her work.

All day, Fire Man had been wandering across the icy wastelands searching for food. He had returned carrying a beast with magnificent antlers on his back. Although she was hungry, Red Fingers didn't want to eat. Her painting was far too important.

She could hear Fire Man grunting and grumbling to the others but she didn't care. She held an earthy-looking rock over her paint and scraped at it with a stone. Tiny fragments of dust sprinkled down like red rain and she watched as they spread into her mixture. Red Fingers then spat into the paint, blending it together with a stick.



The smell of sizzling food wafted through the cave and Red Fingers' stomach rumbled. The Old One came hobbling towards her. She greeted Red Fingers with a whistle-like grunt and bent over her younger cave dweller. In her hand was a slice of the food Fire Man had been cooking. She offered it to Red Fingers. Red Fingers hesitated, then accepted the gift. She bit into the meat and nodded thankfully. It tasted so good. The Old One gave her a toothless smile before hobbling away. She had been right to insist that Red Fingers ate.



As darkness spilled into the cave, Red Fingers turned back to her painting, brushing the cold rock with her fingertips.

Pack hunters howled across the mountains as she sat back to view her work. Lit with a dull, orange glow, her picture showed a beast with magnificent antlers. It was running free across the icy wastelands.

That night, as she stared at the stars, Red Fingers thought about all her other cave paintings. She wondered how many winters they would last for and whether her children – or even her children's children – might one day get to see them.

A cold wind blew and Red Fingers pulled her fur skin tightly around her shoulder. Soon she was asleep, dreaming of pack hunters, night creatures and the beast with magnificent antlers.

Questions

1. **Red Fingers turned to see Fire Man lumbering towards her.** What words or phrases with similar meanings could replace **lumbering**? Tick **two**.

- walking awkwardly
- running
- walking slowly
- walking angrily

2. **“Eat,” he seemed to say.**

Why do you think it says ‘**seemed** to say’ instead of just ‘said’ to describe the way Fire Man spoke?

3. **Red Fingers didn’t look up. Her mouth curled irritably.**

What does this say about the way Red Fingers is feeling at this point? Explain your answer.

4. Why do you think Red Fingers is called Red Fingers and Fire Man is called Fire Man?

5. Why did Red Fingers spit into the paint?

6. What type of animal do you think the **beast with magnificent antlers** is?

7. Join the boxes to correctly describe the characters' feelings about things.

Red Fingers was full of respect for this ●

Fire Man was good at this ●

Old One was happy about this ●

● eating

● beast

● hunting

8. Why do you think Red Fingers dreamt of the beast with magnificent antlers?

Answers

1. **Red Fingers turned to see Fire Man lumbering towards her.** What words or phrases with similar meanings could replace **lumbering**? Tick **two**.

- walking awkwardly**
- running
- walking slowly**
- walking angrily

2. **“Eat,” he seemed to say.**

Why do you think it says **‘seemed to say’** instead of just **‘said’** to describe the way Fire Man spoke?

Pupils’ own responses, such as: I think it says ‘seemed’ to say as Fire Man probably can’t talk very well so it just sounded like ‘eat’.

3. **Red Fingers didn’t look up. Her mouth curled irritably.**

What does this say about the way Red Fingers is feeling at this point? Explain your answer.

Pupils’ own responses, such as: Red Fingers is feeling annoyed at this point. Her lip curls which is something people sometimes do when they get angry, plus she didn’t look up which shows she didn’t want Fire Man there.

4. Why do you think Red Fingers is called Red Fingers and Fire Man is called Fire Man?

Pupils’ own responses, such as: I think they are named after the things they do. Red Fingers paints with her fingers so they are probably always covered in red paint and Fire Man makes lots of fires.

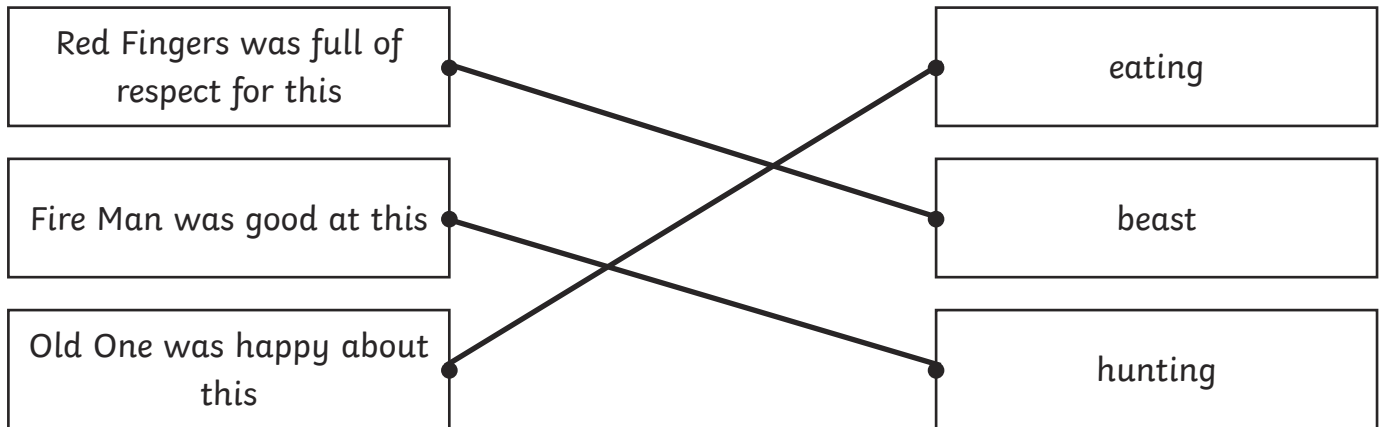
5. Why did Red Fingers spit into the paint?

Red Fingers spat into the paint to make it runnier.

6. What type of animal do you think the **beast with magnificent antlers** is?

Pupils’ own responses, such as: I think the beast with magnificent antlers is a deer as they have antlers.

7. Join the boxes to correctly describe the characters' feelings about things.



8. Why do you think Red Fingers dreamt of the beast with magnificent antlers?

Pupils' own responses, such as: Fire Man hunted the beast with magnificent antlers and Red Fingers spent a lot of time painting it so it was on her mind a lot. That may be one reason why she dreamt of it. She was also inspired by the beast. That's why she drew it.

Stone Age Cave Paintings

Cave Paintings

Most cave paintings were of animals or hunters. A cave could be full of many paintings by many different painters. Many hand stencils have also been discovered.

They used natural colours from mineral pigments.

Some of the most impressive cave paintings have only been found in the last 100 years. There could be more out there we don't know about!

Cave Paintings

This cave was discovered in 1880 in Spain. The carbon dioxide breathed out by visitors who were eager to see the cave paintings caused damage to the paintings and the caves were closed.













Lascaux Cave

This Cave is located in France. It was discovered by children in 1940. This picture shows a recreation of the cave in a museum.









Magura Cave

This cave is located in north-western Bulgaria. Bones from different prehistoric species of bears and hyenas have been discovered in the Magura Cave. Some of the paintings decorating the walls date back to the Neolithic period.





Chauvet Cave

Located in Southern France. In addition to the paintings and other human evidence, the three **speleologists** who first explored it also discovered fossilised remains, prints, and markings from a variety of animals, some of which are now extinct.

Speleology = the scientific study of caves



Hand Stencils

Cave Paintings around the world often include hand stencils, impressions left by blowing paint around the hand.

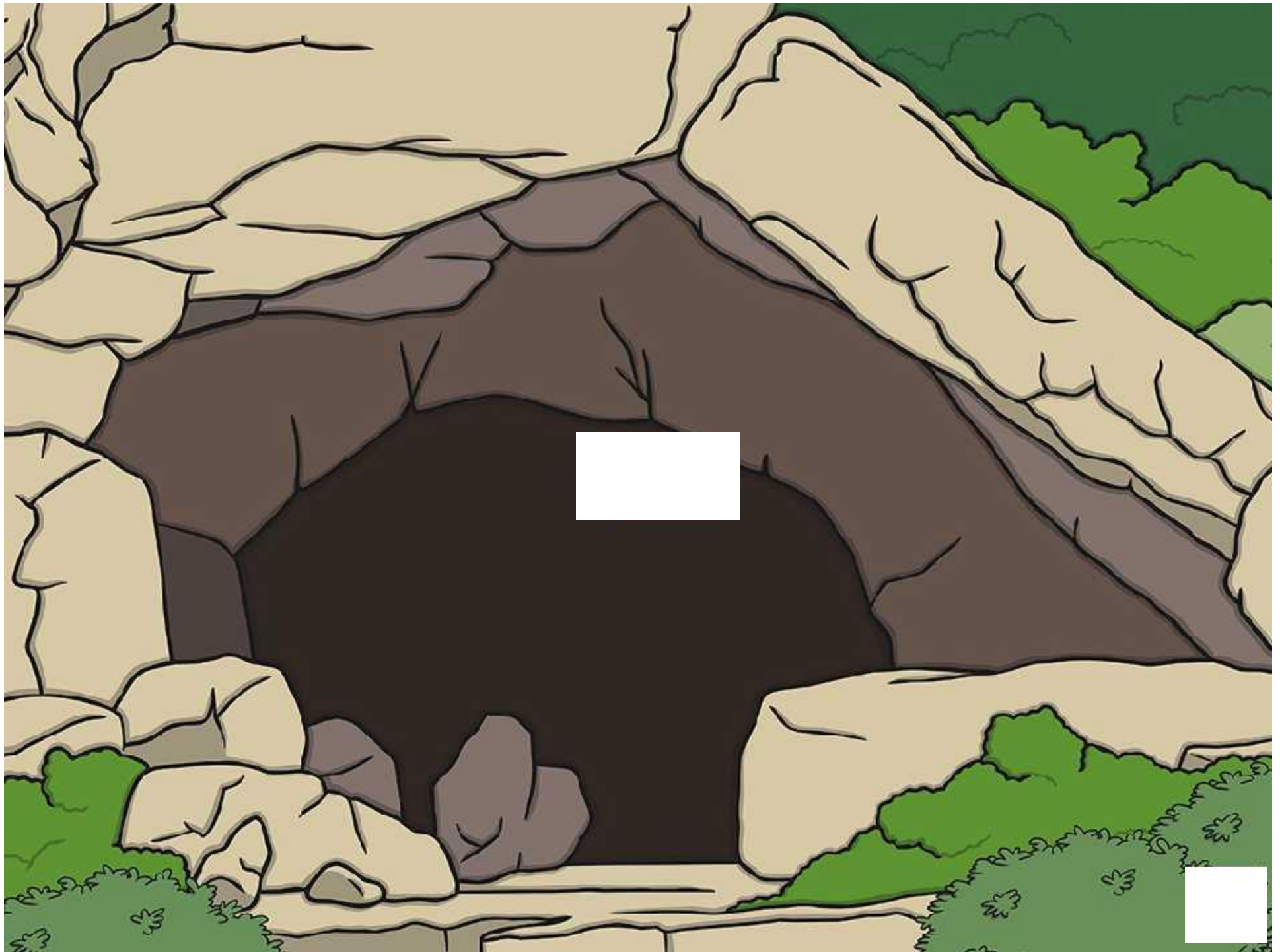


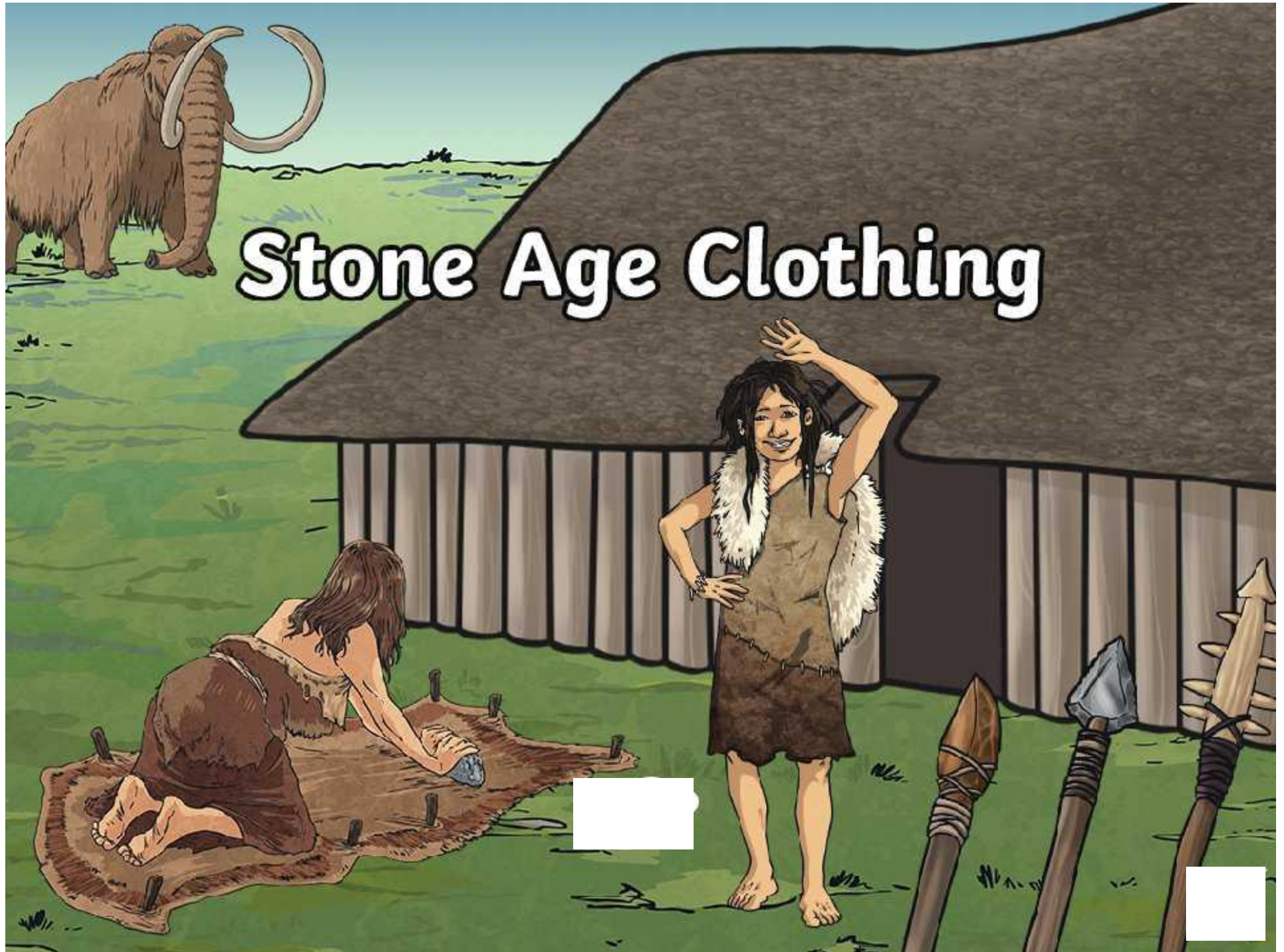




Cuevas De Las Manos (Cave of the Hands) in Argentina







Stone Age Clothing

What Was the Stone Age?

The stone age was a period of time when humans made weapons and tools out of stone. It was such a long period of time that it is divided into three eras:

The Palaeolithic era started when humans began using stone tools and ended when the ice age started.

The Mesolithic era began at the end of the ice age and ended when humans started to farm.

The Neolithic era began when people started to farm and ended when tools began to be made from metal (the start of the bronze age).

We know about life during the stone age by studying **artefacts** that **archaeologists** have found.

Artefacts – An object made by humans that can tell things about their lives.

Archaeologists – Someone who studies life in the past.



Brief Timeline of British History

Stone Age

800,000 BC
Archaeologists believe humans first arrived in Britain

12,000 BC
Ice age ends in Britain

2500 BC
Bronze age begins in Britain

800 BC
Iron Age begins

AD 43
Romans invade Britain

AD 410
Roman army abandons Britain

AD 793
Vikings in Britain

AD 1066
Normans invade England

1485
Henry Tudor defeats Richard III and the Tudor period begins

1837
Victorian era begins

1914-1918
First World War

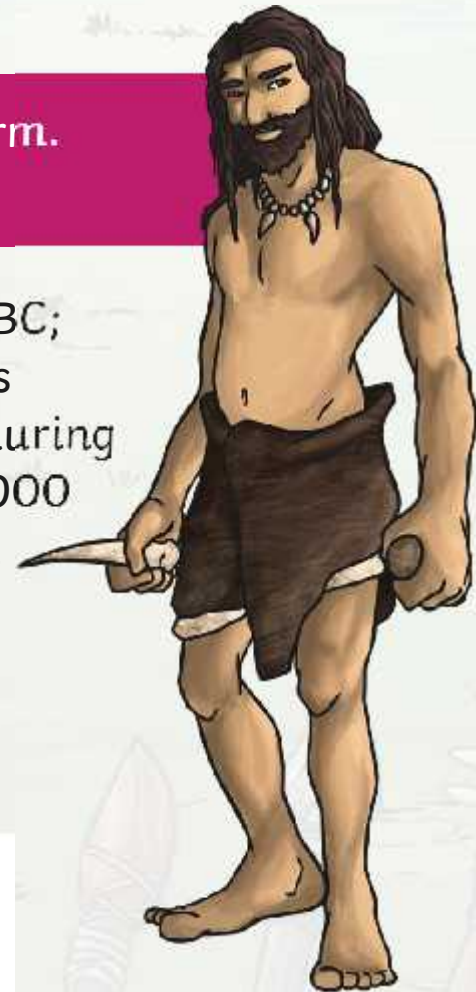
1939-1945
Second World War

Today

Stone Age Clothing

During the stone age, clothing had to keep people warm. Clothing was often made from animal skins.

Humans started living in Britain in around 800,000 BC; however, the climate was so harsh that archaeologists believe that humans left Britain at least seven times during this era. It was not until the end of the ice age in 10,000 BC that humans began to live in Britain permanently.



How Did People Make Clothing?

Animals were hunted for their meat using stone spears. The animal would be skinned and the meat would be eaten. People would use stone tools to scrape the dirt off the animal's skin. They would then wash the dirt off.



How Did People Put the Clothes Together?

During the Neolithic era, the needle and thread were invented. This meant people could wear fitted clothes and it meant they could keep warm in colder weather.

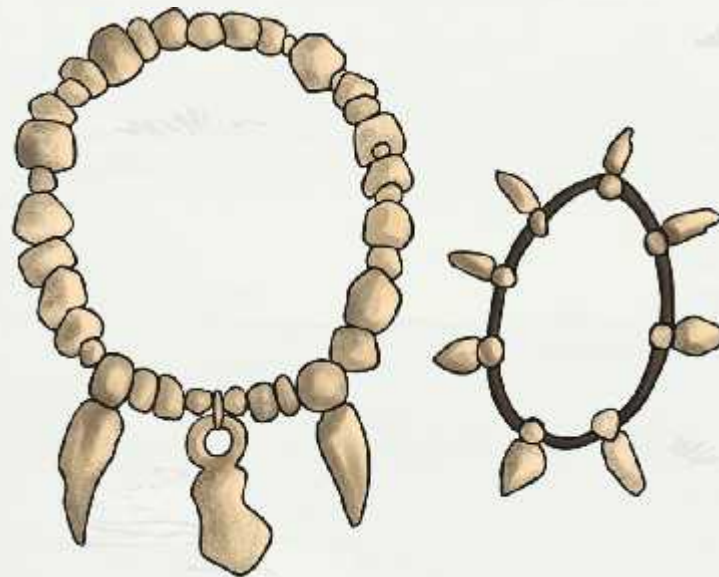
Some clothing was also made by weaving grasses and plant stems.

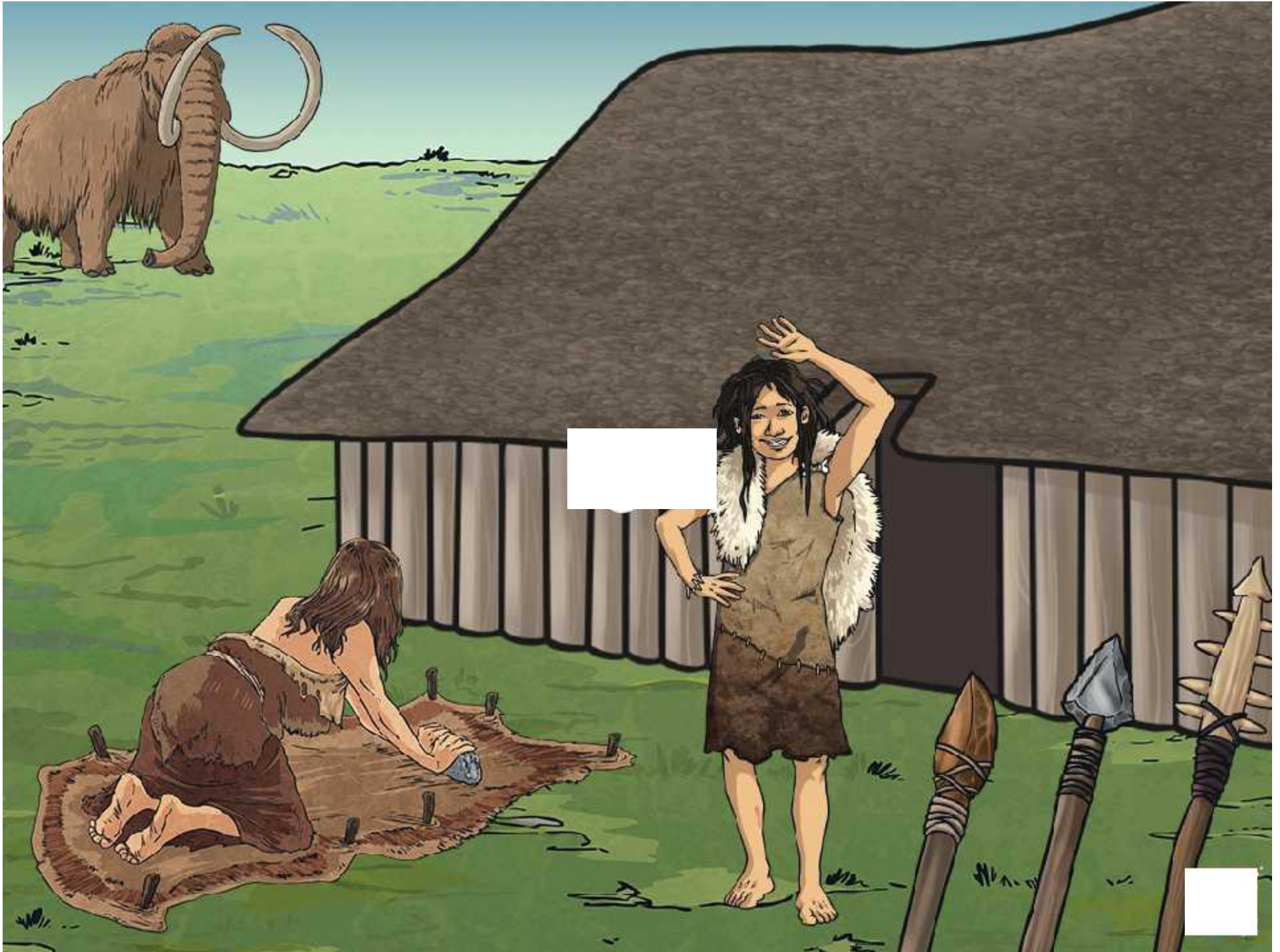


Decorations

At the Neolithic settlement in Skara Brae, Orkney, archaeologists have found beads, pendants and pins made from animal bones.

This jewellery was carefully carved into shapes. This suggests that towards the end of the stone age, people were beginning to think about how their clothing looked.





The Stone Age

Descriptive Words



What Were Homes Like?

basic, cold, compact, constructed, damp, dark, draughty, earthen, natural, primitive, rustic, small



What Were Cave Paintings Like?

artistic, blown, charcoal, common, curved, deep within, entertaining, flickering illusions, natural

What Were Stone Age Clothes Like?

bone, cleaned, decorative, dyed, essential, fur, pigmented, scraped, sewn, shell, skin, warm

What Did Stone Age People Do?

building, dwelling, exploring, foraging, gathering, hunting, migrating, pursuing, searching, seeking, surviving, travelling

What Was the Landscape Like?

abundant, expansive, grassland, harsh, hostile, treacherous, uncultivated, unmapped, vegetative



What Were Tools and Weapons Like?

durable, effective, flint, hardened, piercing, resilient, shaped, sharp, simple, stone, strong, wooden



What Was Food like during the Stone Age?

diverse, farmed, foraged, fresh, fruity, hunted, natural, nutritious, plant-based, raw, seasonal, sourced



What Were Animals Like?

dangerous, fearsome, ferocious, fierce, furry, huge, menacing, towering, undomesticated, vicious, wild

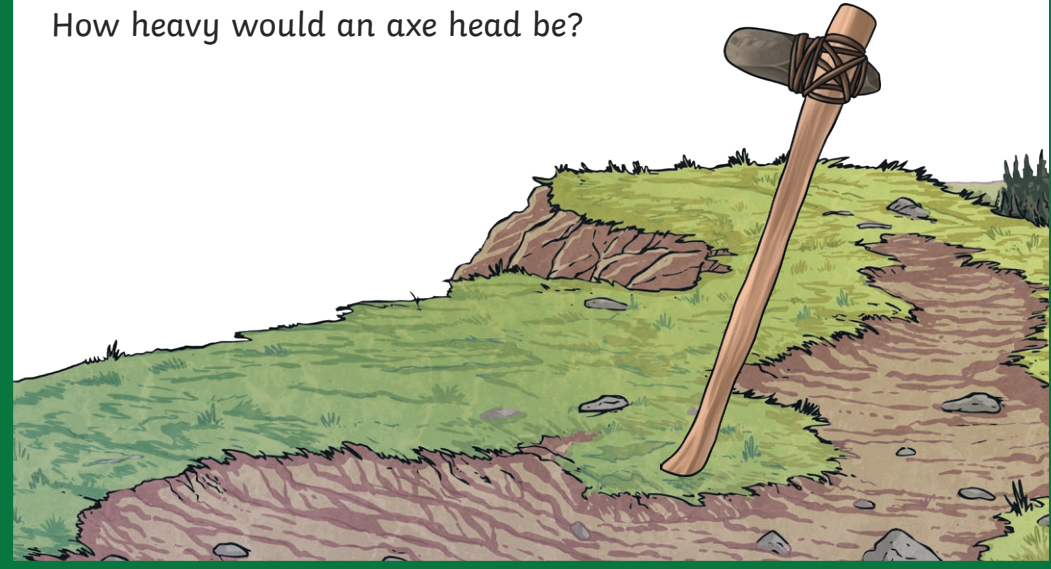
Stone Age Estimating

How fast do you think the andrewsarchus could run?
Estimate the length and width of an andrewsarchus skull.
How many teeth do you estimate the andrewsarchus had?



Stone Age Estimating

Estimate how long an axe handle would be.
How heavy would an axe head be?



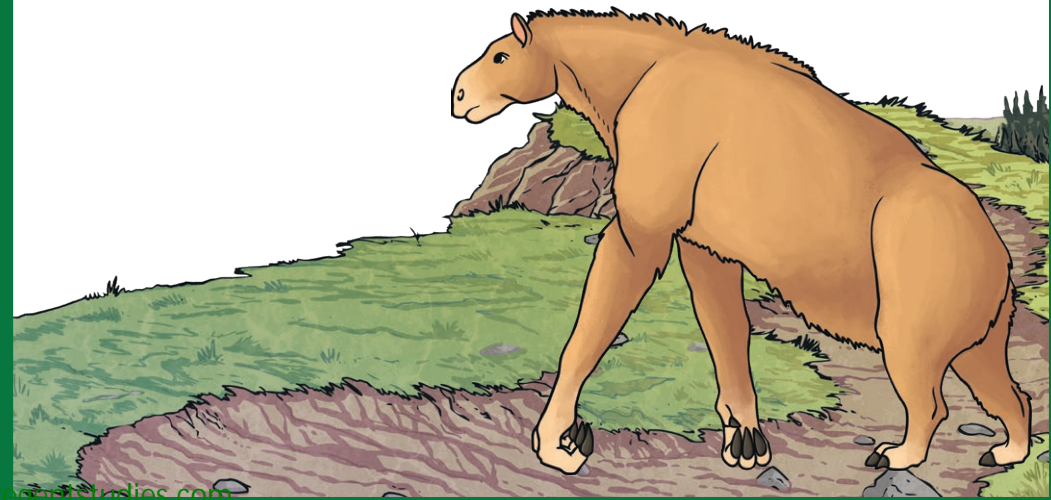
Stone Age Estimating

Estimate how heavy a piece of bronze the size of a tennis ball would be.



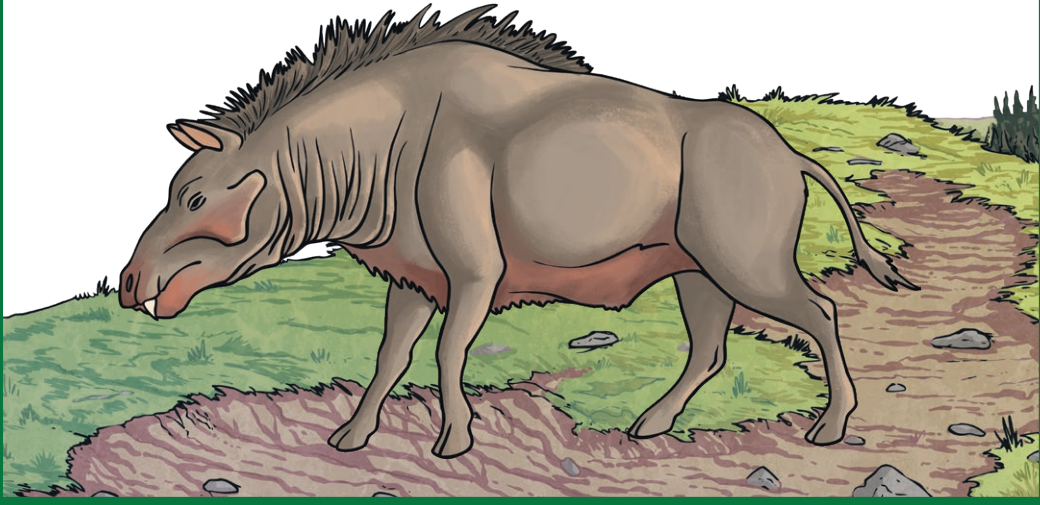
Stone Age Estimating

Estimate how tall a chalicotherium was.
How much do you think a chalicotherium might weigh?



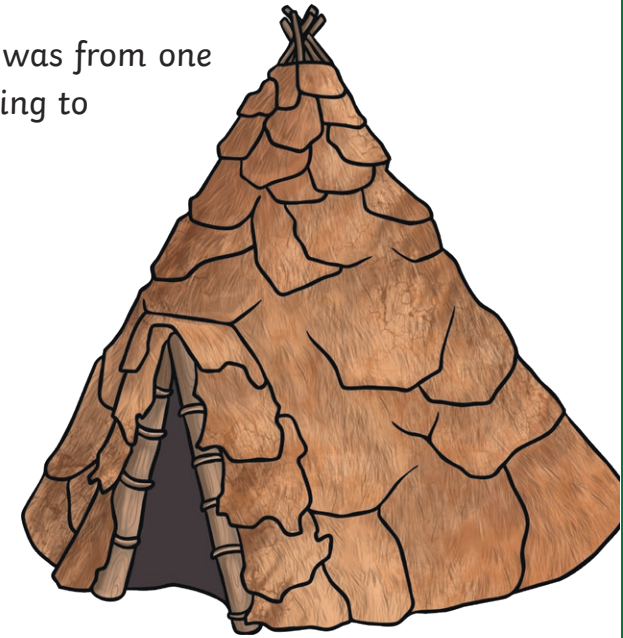
Stone Age Estimating

Estimate how long the skull of the dinohyus was.
How tall do you think the dinohyus was?



Stone Age Estimating

How far do you think it was from one side of a stone age dwelling to the other?



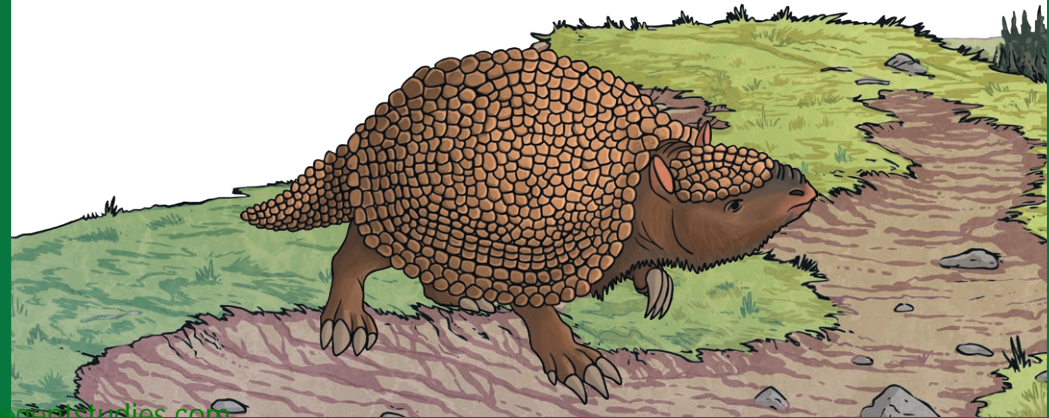
Stone Age Estimating

How long do you think it would take to sharpen a piece of flint?



Stone Age Estimating

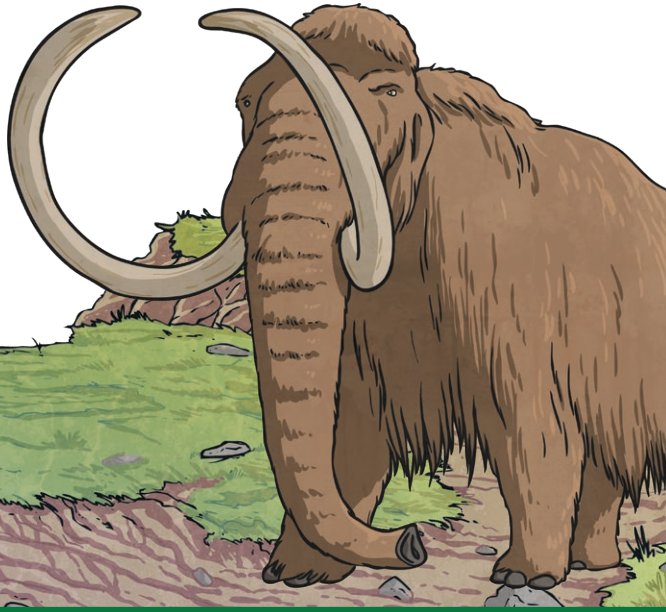
A glyptodon measured 3.3m in length. Estimate how much it weighed.
Estimate how many bony plates made up the protective shell of the glyptodon.



Stone Age Estimating

Estimate how long the mammoth's tusk might have been.

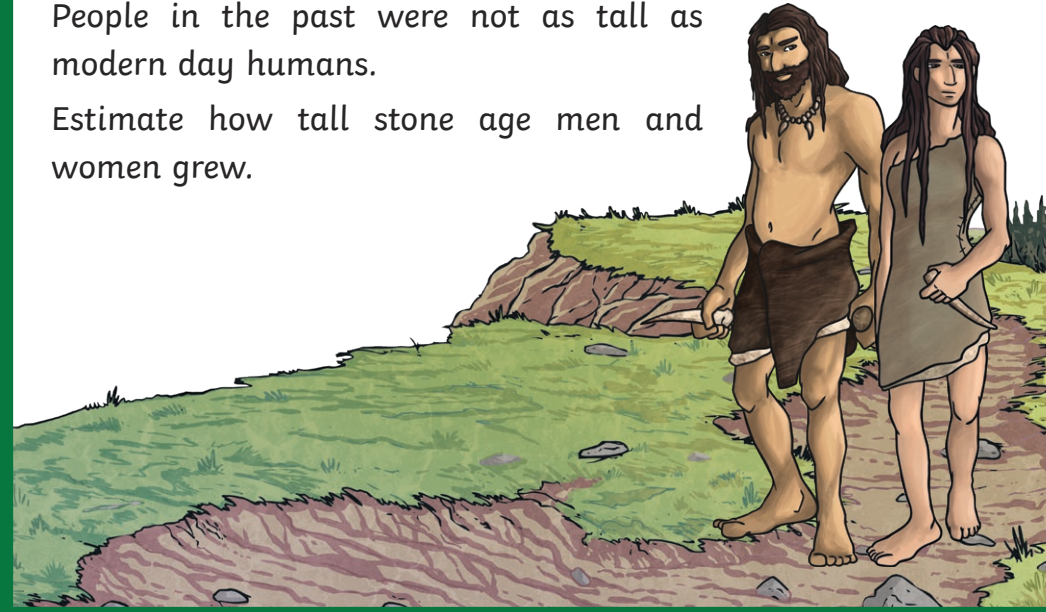
How heavy do you think a mammoth may have been?



Stone Age Estimating

People in the past were not as tall as modern day humans.

Estimate how tall stone age men and women grew.



Stone Age Estimating

How long do you think the sabre-toothed cat's sabre teeth were?
Estimate how fast the sabre-toothed cat may have run.



Answers Some answers will vary. Use the facts below to judge the estimations given.

Andrewsarchus skull was 83cm long and 56cm wide.

An axe head would have weighed 0.3kg to 3kg. The length of an axe handle would depend on the size of the axe head.

A tennis ball sized piece of bronze would weigh 1kg.

A chalicotherium was 2.6m tall and weighed 1500kg.

The skull of a dinohyus was 1m long. The Dinohyus was 2m tall.

Stone age dwellings measured between 5 and 15m from end to end.

The shell of the glyptodon was made of 1000 bony plates. The glyptodon weighed up to 2000kg.

A Mammoth tusk was between 3 and 4m long.

Mammoths weighed between 5000kg and 6000kg.

Men grew to between 168-178cm, women grew to 155-165cm.

Sabre-toothed cat teeth were between 17-30cm but could be up to 50cm. Sabre-toothed cats did not run very fast, they were ambush predators that targeted unsuspecting prey.

All About Stone Age Farming



Hunter-Gatherers

people were hunter-gatherers. This meant they had to find or catch
they ate.

Early Stone Age people (who lived in what we call the Palaeolithic era) were hunter-gatherers and moved from place to place in search of food. They hunted animals for their meat and their skins which they used as clothes. Those who lived near water caught fish using nets. They collected fruit and nuts to add to their diet.

The later phase of the Stone Age is known as the Neolithic era and this is when Stone Age people stopped being hunter-gatherers and started to farm.

Click on the words in bold to find out what they mean.

Talk about it.

If you were a hunter-gatherer, what plants might you use that grow near where you live?

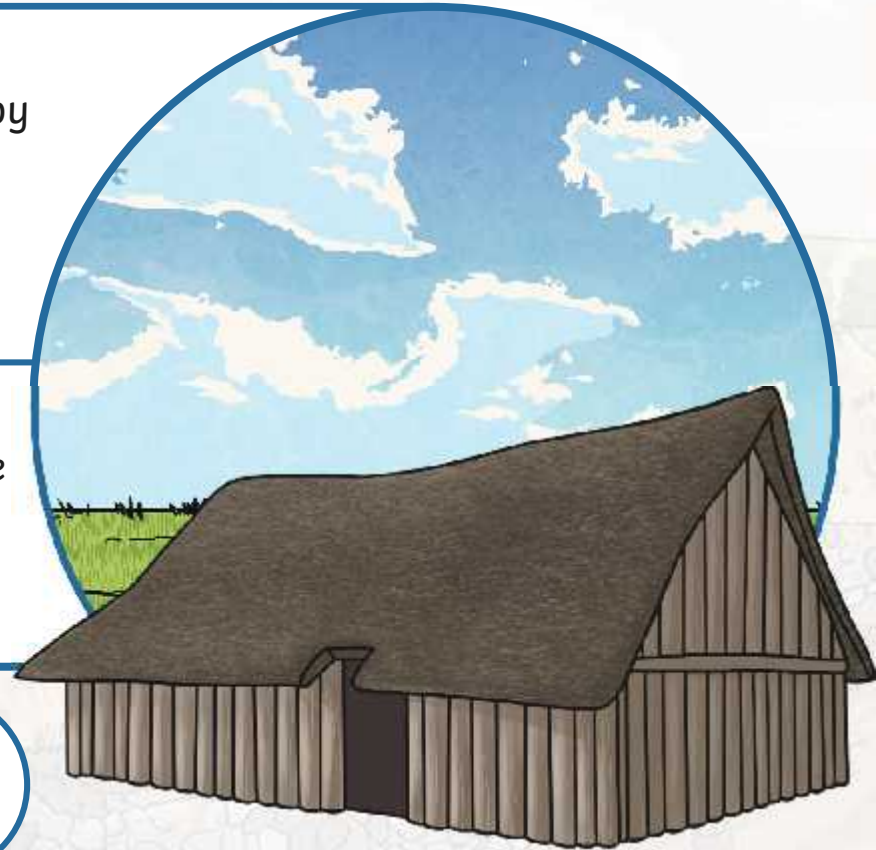


The Start of Farming

Farms were made by clearing wooded areas and building houses surrounded by farms. The wood was used to build houses and for fuel. By 3500 BC, there were farms all across the Stone Age world.

gathering meant there wasn't always a reliable supply of food. Farming their own food meant people could guarantee there would be enough to eat and that tribes could settle in one area for the whole year.

Click on the words in bold to find out what they mean.



Animals

Stone Age farmers
goats and pigs.

animals. These animals included cows, sheep,

Talk about it.

What could farmers get
from each animal?

The farmers could get:

- meat, milk and leather from **cows**;
- meat, milk and wool from sheep
and goats;
- meat from pigs.

Click on the words in bold to
find out what they mean.

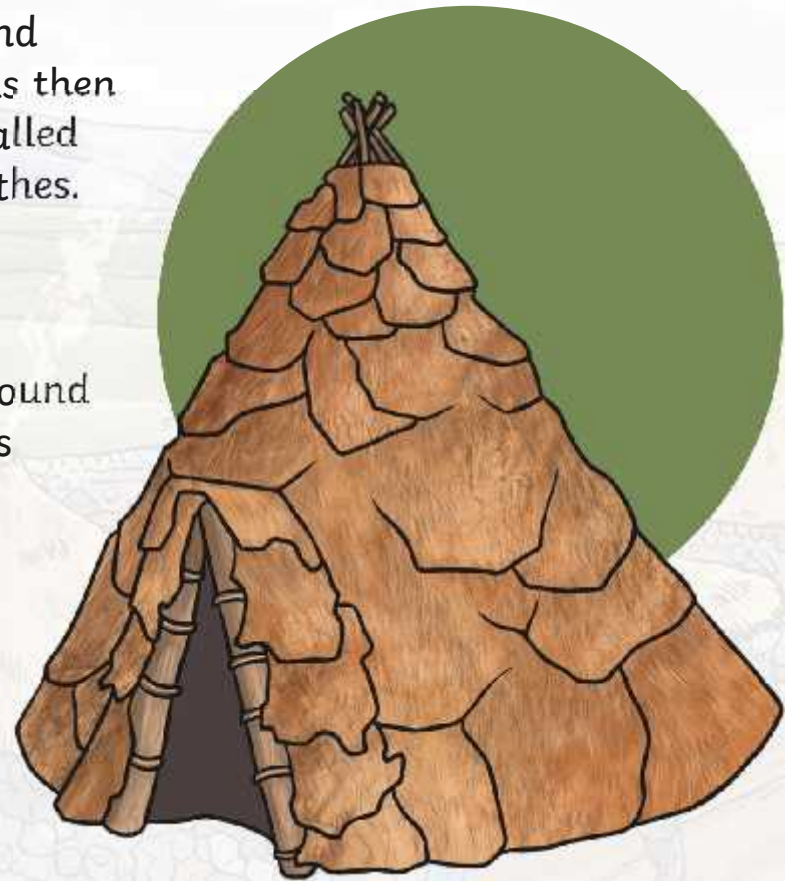


Crops

Farmers grew a variety of crops. Wheat and barley were used to make flour, which was then turned into bread and porridge. A plant called flax was turned into material to make clothes. Other farmers grew beans and peas.

Did You Know?

A piece of bread from the Stone Age was found in Oxfordshire. Archaeologists think it was from around 3600 BC!



Tools

As the name suggests, the Stone Age was a time when tools were mostly made of stone. The age ended when people began to **use** metal to use for tools.

A quern was used to grind wheat into flour. It was made of two stone circles. The one on the bottom didn't move. The upper stone had a hole in the middle and could turn round. Wheat was poured into the hole and then the top stone was turned using a handle. This ground the wheat into flour.



An upper quern stone

Click on the words in **bold** to find out what they mean.



Tools

Farmers began to use wooden ploughs pulled by cattle to prepare the ground for crops to be grown.

Crops were harvested using sickles made from a rock made out of flint.



Flint sickle

How Do We Know?

have many sites and discovered from the Stone Age. These include parts of tools and the bones of animals.

In 1850, a storm uncovered the remains of a Neolithic village called Skara Brae off the coast of Scotland. The village was well preserved and has helped archaeologists learn lots about Stone Age life.



Click on the words in bold to find out what they mean.



Glossary

– Objects from the past.

– The people who study human history and prehistory.

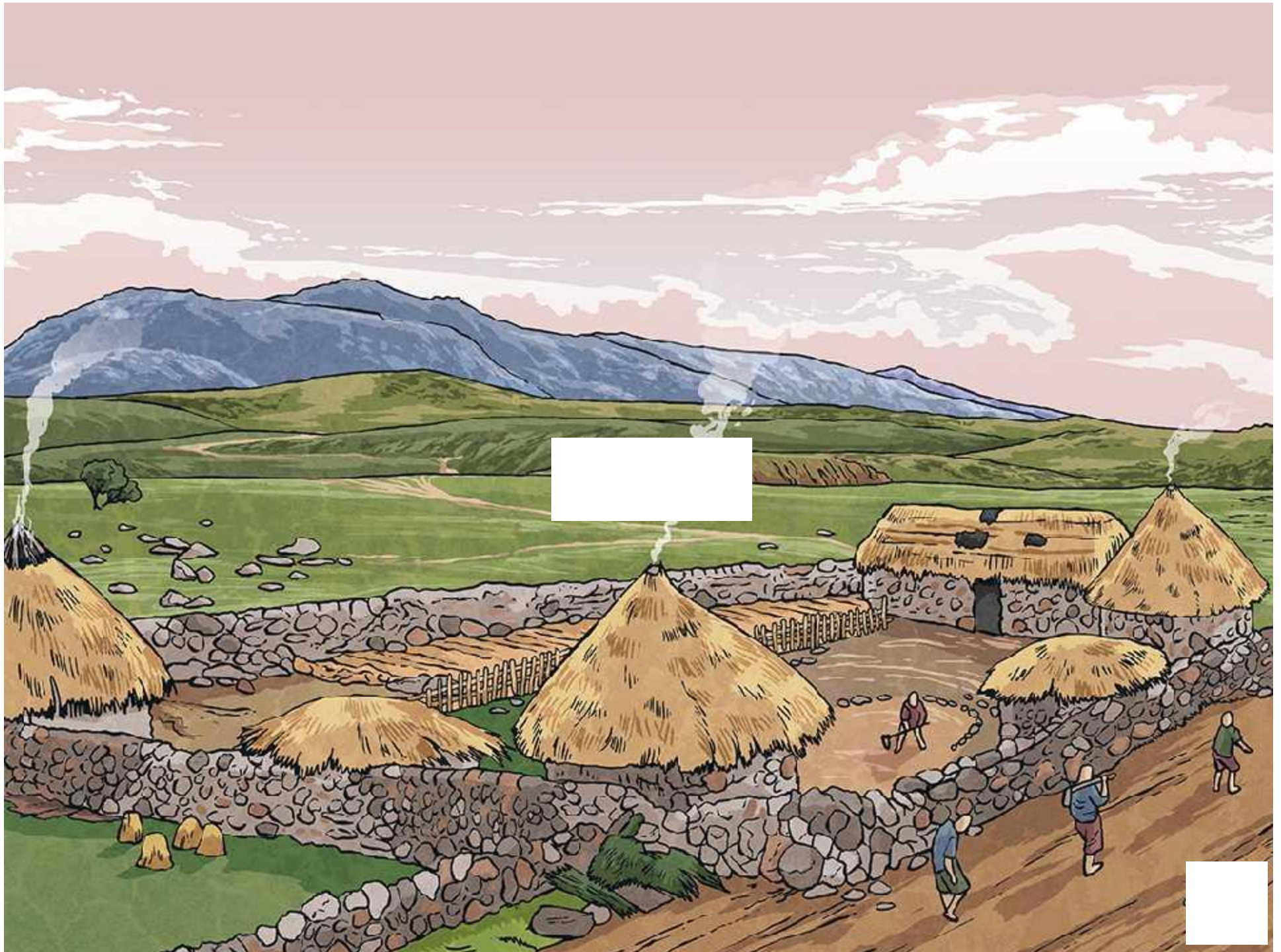
– To tame a wild animal.

– Dug up to uncover things from the past.

– A group of people who don't have a settled home but move from place to place.

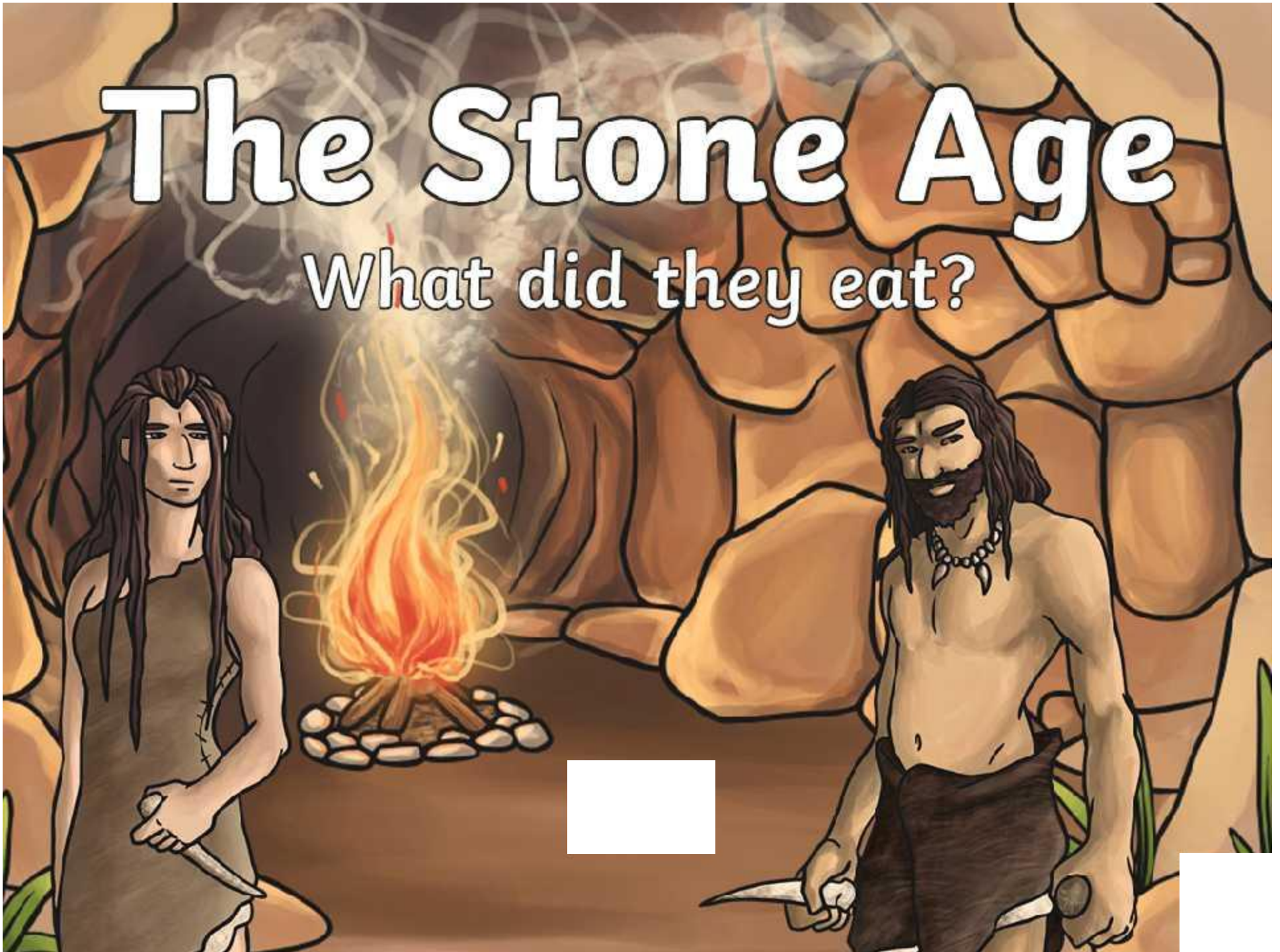
– The period of history before written records.

– The heating and melting of an ore (a material from nature) to get metal.



The Stone Age

What did they eat?



Learning Objective

to find out about the Stone Age Diet

Hunter-gatherers

For early humans, their survival depended on finding food.

We call them hunter-gatherers because they had to hunt animals and fish and gather wild food.

It wasn't until the Neolithic period that they grew and raised their own food.

They would hunt whatever animals they could find.

In Britain during the Stone Age this could have been horses, deer, mammoth, hares, rhino and hyena.

Also, from rivers and the sea they would hunt seals, seabirds and fish.



Weapons

The hunters used different weapons to kill their food.

These could be made from bone, ivory, wood, antlers, stone or flint.

The first early humans used stone axes, rocks and wooden spears that were hardened at the tips with fire.

Later, spears were developed that had sharp bone or flint tips.

Spear throwers meant that spears could be thrown further and with more force, making it possible to kill or wound an animal from a safer distance.



Weapons

For spearing fish, hunters would carve barbs into antlers to make a harpoon that would stick in the flesh of the fish.

These would be attached to the end of spears.



Weapons

Smaller forest animals were hunted with bow and arrows.

By around 12,000 BC hunters were using dogs to help in the chase.



The Hunt

To catch animals that were larger and quicker than them, hunters had to be clever.

They found out where the animals went to drink, or where they crossed rivers, so they could attack when they were most vulnerable. They would pick out the animals that looked weaker.

Animals could also be caught in snares or carefully set out traps.



The Hunt

Often, hunters would work together to stampede a herd of animals into a ravine, or a swamp, where they were easier to attack.

They used stones to build walls in a funnel shape that led to a cliff edge and then stampeded the animals between the walls and straight over the cliff.

Skeletons of over 10,000 wild horses have been found at the bottom of a cliff in France. Hunters probably crept up and scared the animals, who ran to their deaths.



Weapons

One big kill could feed a family for months.
Every part of a kill was used.

- The meat was cooked for food or dried to preserve it for eating later.
- They would eat absolutely everything including the blood, feet and brain.
- Bones would be made into tools and weapons.
- Bones could also be smashed so the marrow could be eaten from the inside. Marrow is high in fat and would have been a good energy source.
- Animal hides were made into clothes.
- The fat could be used in lamps.
- Antlers were also made into tools and weapons.



Did you know? Some archaeologists believe that early humans would have cut open the stomach of an animal and eaten their last meal!

Cooking

There is evidence that early humans started using fire in Britain up to 400,000 thousand years ago.

Today we have many different ways to cook food, and different appliances to use.

They still managed some variety back then.

The meat was grilled or roasted on a spit.

Meat was wrapped in straw or leather and secured with a twig or straw rope.

This was put into a pot of water that was heated by dropping in red hot stones that had been heated in a fire.

A trough or pit would be heated with fire and lined with hot stones.

The meat would be put inside and covered with more hot stones.

Gathering

- The Stone Age diet would have varied according to what was locally available.
- They had access to a wide variety of natural foods like seeds, berries, nuts and roots and knew which plants were safe to eat.
- They would gather eggs as well as insects, snails and caterpillars.
- Herbs were used to flavour food as they are today.

Sunflower seeds



Nettle leaves



Hazelnuts



Gathering



Juniper Berries



Mussels

The Woods

Wild nuts and berries were available in great quantities in the woods. Nuts were particularly good because they could be easily stored.

The Seashore

Mussels, cockles, whelks, crabs, oysters, lobsters and other seafood provided a source of food all year round.

Gathering

Around 4000 BC people in Britain started growing their own crops such as barley and wheat.

This was possible because the climate had changed and there was more rain. They also kept sheep and goats.

It was the first time they had controlled their food sources and it meant that they could stay in one place and form settlements.

Tools

Early cave paintings show animals being used to pull ploughs to turn over the earth ready for planting.

Axes and sickles were made from flint to clear ground and harvest crops.

Grain was put on the flat surface of the quern and a stone called a 'rubber' was used to grind the grain into flour.



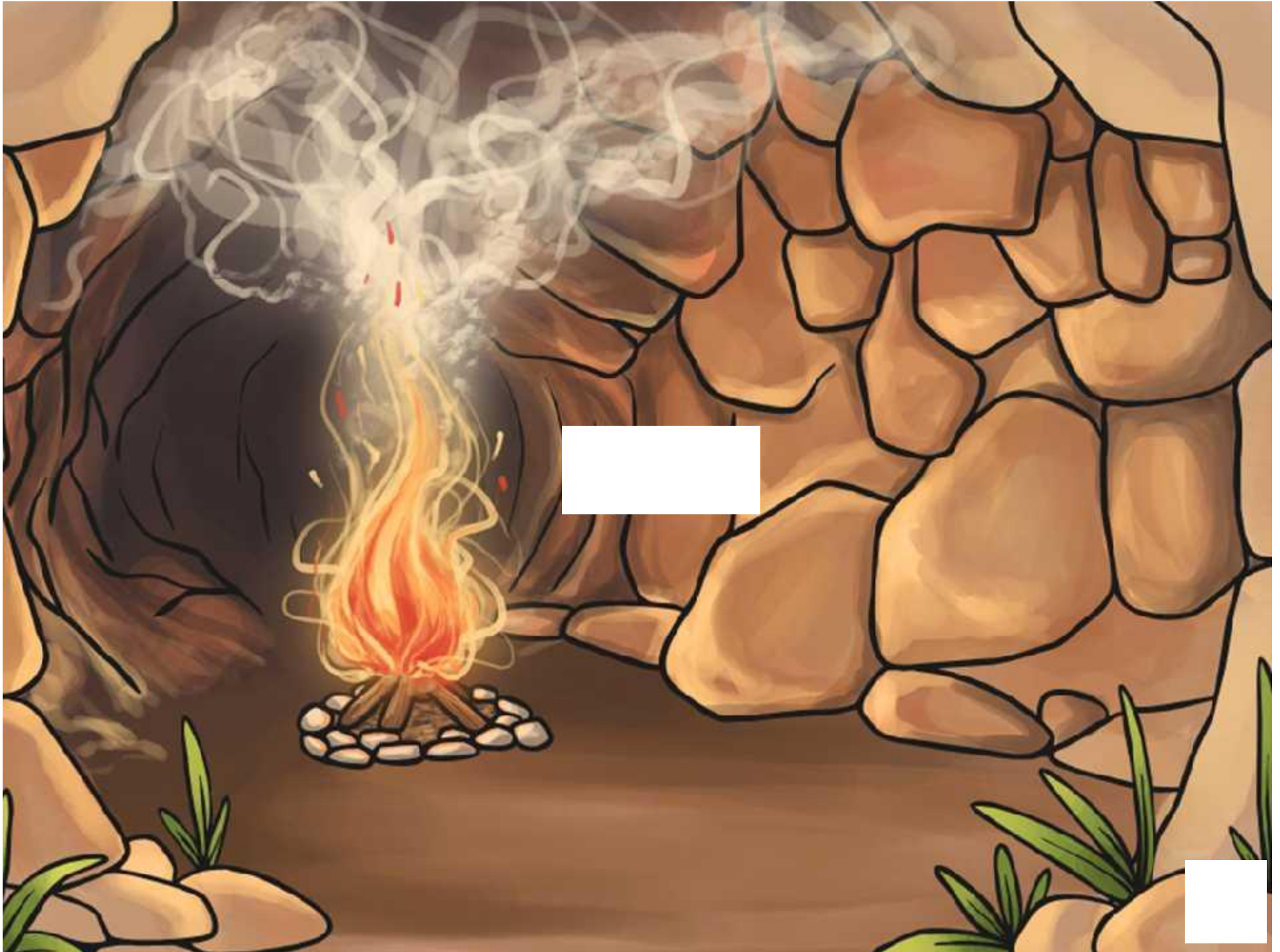
Stewed Fruit

Early humans would cook fruit to preserve it.

Why don't you try cooking up some fruits and nuts?
Hazelnuts with any kind of berries would work.

Stir them together, add honey and slowly bring to the boil.
Simmer for 20 minutes then leave to cool.





The Stone Age

| K | W | L |
|-------------|---------------------|--------------------|
| What I know | What I want to know | What I have learnt |
| | | |



Stone Age Word Mat



cave painting



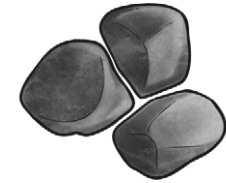
mammoth



Neolithic Man



fur pelt



throwing stones



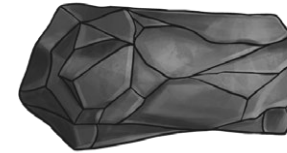
spears



house



Skara Brae



handaxe



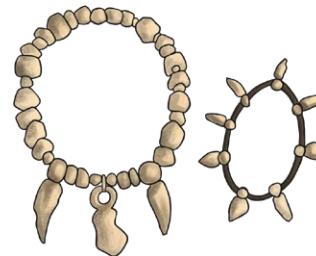
antler



borer



hammerstone



jewellery

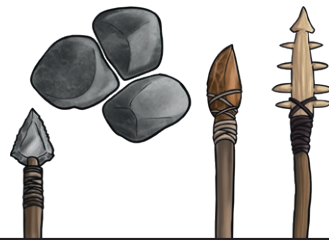


Neolithic Woman

Design a Stone Age Tool or Weapon

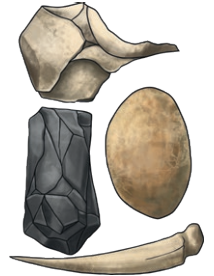
Draw Your Design

How will your materials fit together?



What Materials Will You Choose?

-
-
-



How Will Your Tool or Weapon Work?

Label and explain these features on your design.

-
-
-

What Next?

How could you improve your Stone Age tool or weapon?

Stone Age Design Technology Activity

Make a Stone Age Weapon

To use research and develop design criteria for functional products that are fit for purpose and aimed at a particular audience.

To design and make a stone age weapon.

The stone age was a time when people used stone to make tools and weapons. It started about 2.5 million years ago and ended when the bronze age began in Britain around 2500 BC. Stone age people were able to select stones to meet their three basic needs: shelter, food and clothing.

Become an ingenious inventor and create a stone age tool or weapon using materials that would have been available to your stone age ancestors.

You will need:

- strong card
- string
- scissors
- a variety of stones (flat, shaped, small, large)
- different types of wood (dowelling, sticks, driftwood)



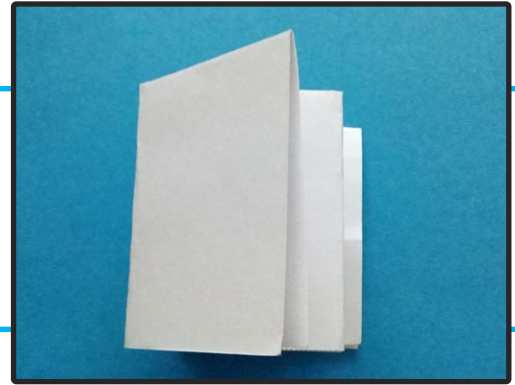
What to do:

1. Research stone age tools and weapons to understand how simple the materials were and how they were created.
2. Choose the materials you want and draw your design on the design sheet.
3. When you're choosing a stone, look for particular features. A heavy stone would be good for grinding; a small hard round stone would be good for use in a slingshot; and a flat edge might be useful for cutting.
4. Do you need to use wood to create a handle? Is the wood strong enough?
5. You could use cardboard instead of stone and shape it to represent the flint used in spears and arrows.
6. How will you attach your materials? Stone age people would have used plant fibres or sinew from animal carcasses, but you can use string to join materials. Make sure you have tied them securely.

Zigzag Book

You will need:

- a zigzag book template
- pens
- pencils
- crayons
- colouring pencils



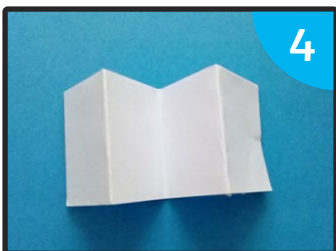
Take the zigzag book template and face it landscape on the table. This means the longest sides should be the top and bottom of the paper.



Next, fold the paper in half, bringing the top side to meet the bottom side.



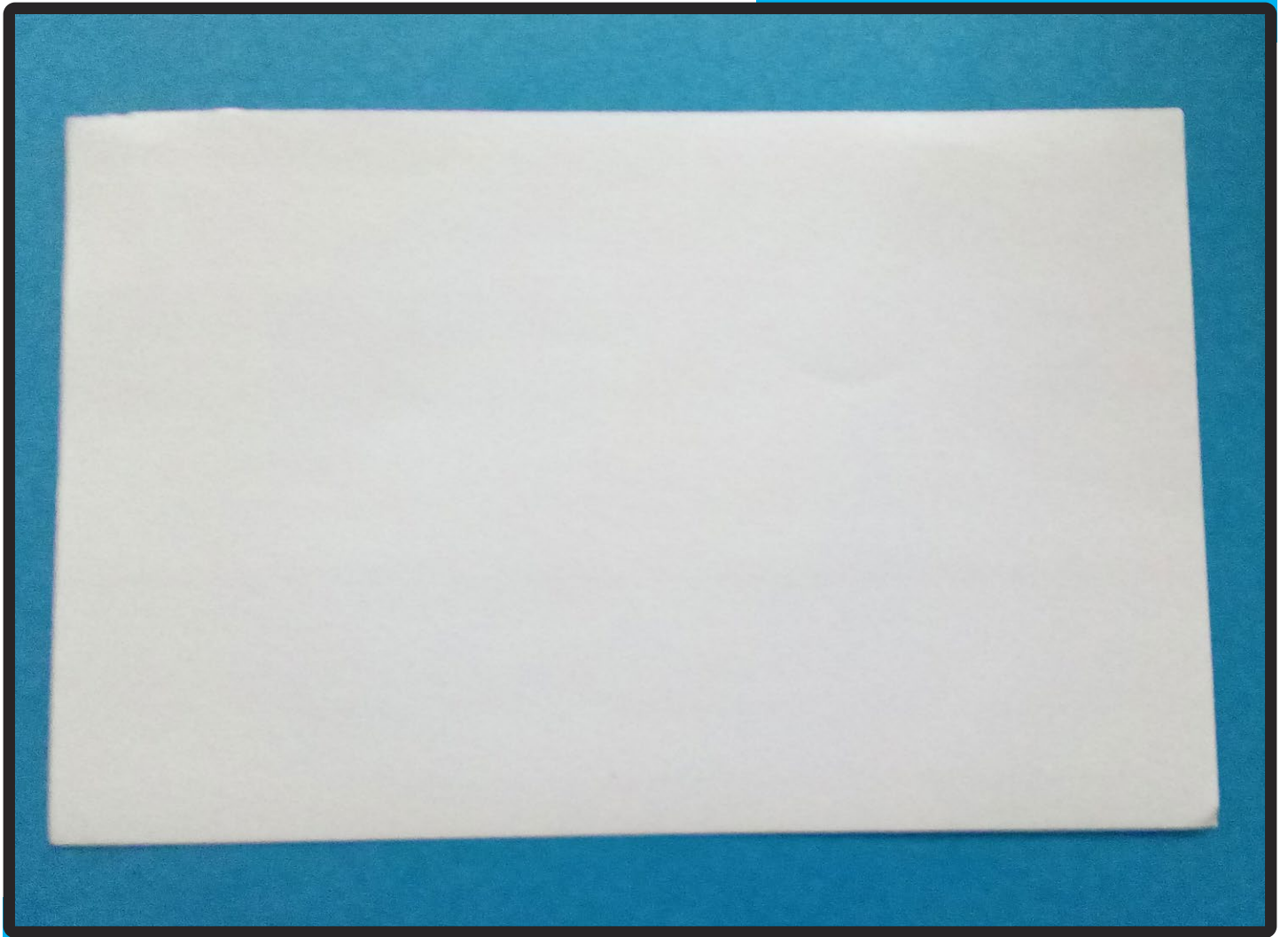
Fold this in half, to bring the two shorter sides together.



Find the halfway point on one side of the folded paper and fold this backwards.



Turn the paper over and do the same again with the other side.



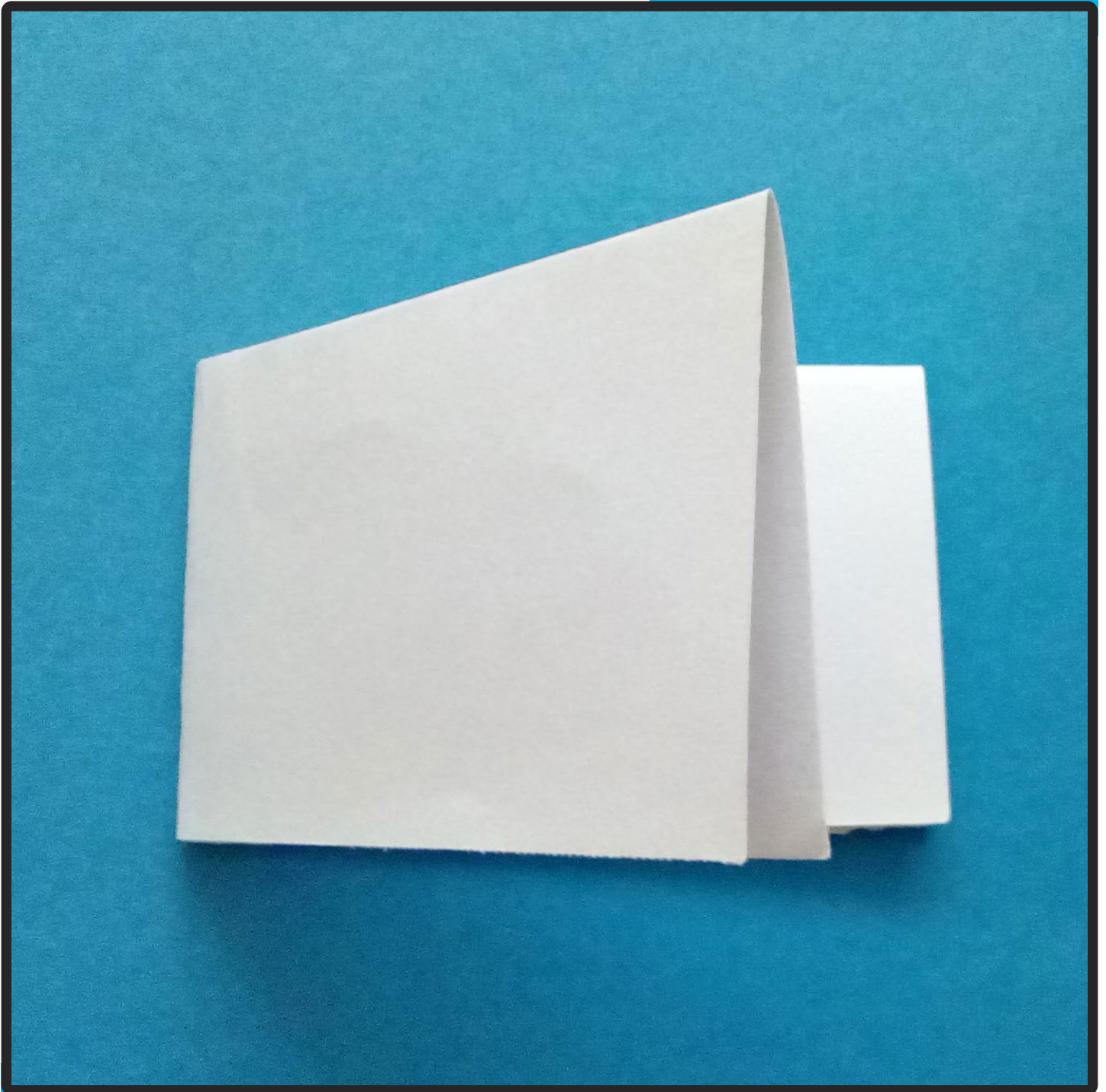
Step 1

Take the zigzag book template and face it landscape on the table. This means the longest sides should be the top and bottom of the paper.



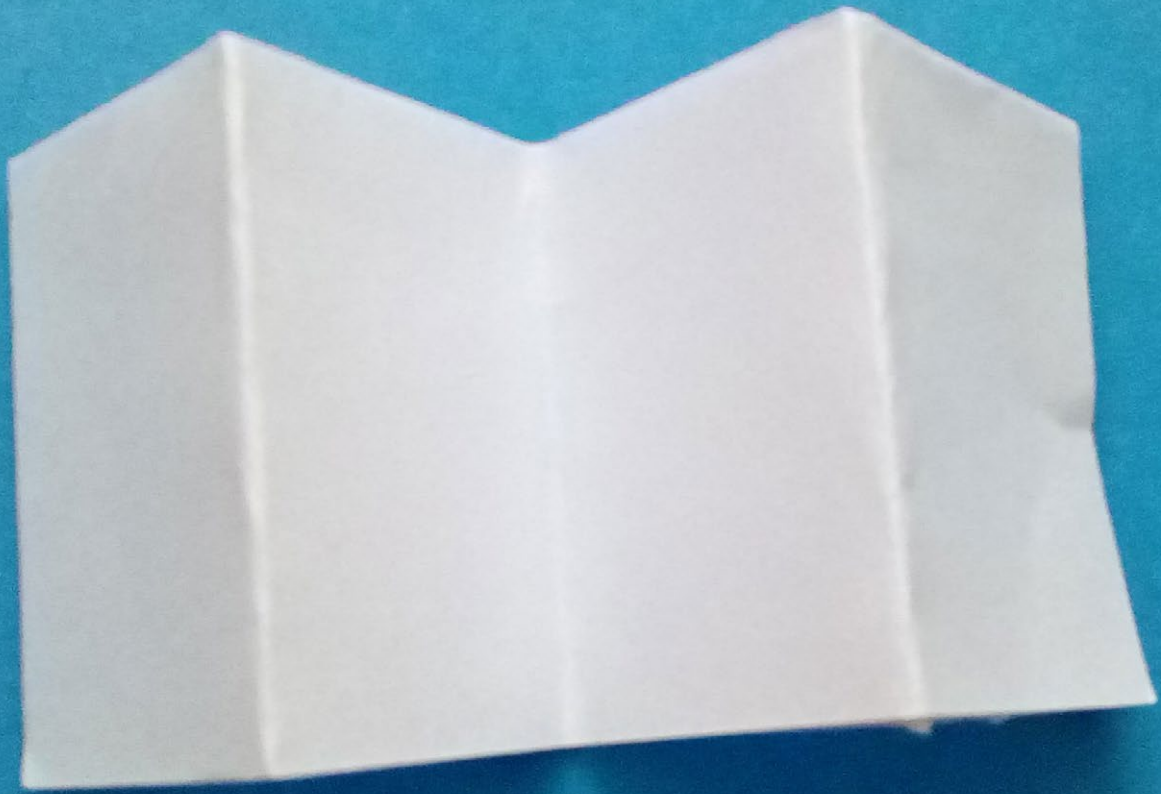
Step 2

Next, fold the paper in half, bringing the top side to meet the bottom side.



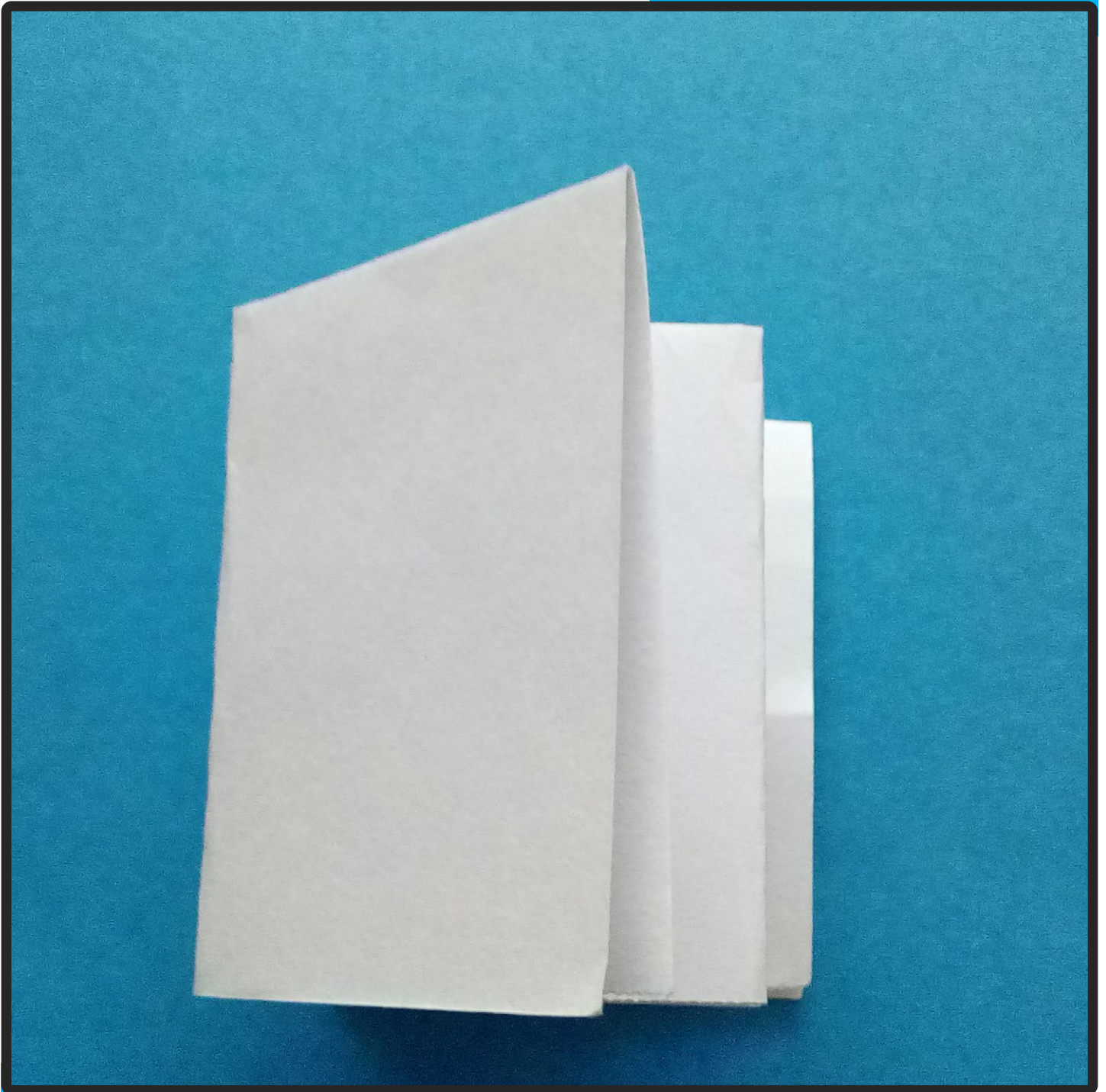
Step 3

Fold this in half, to bring the two shorter sides together.



Step 4

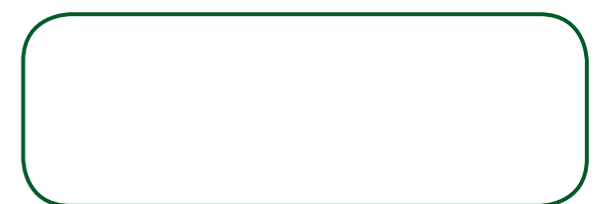
Find the halfway point on one side of the folded paper and fold this backwards.



Step 5

Turn the paper over and do the same again with the other side.

The Stone Age



The Stone Age



The Stone Age

