Year group: 3 Term: Autumn 1 – Stone Age

Focus Subject: History

Key Vocabulary: prehistoric, stone age, bronze age, iron age, archaeologists, artefact, palaeolithic, Mesolithic, neolithic, Stonehenge, cairns, stone circles, hillforts.

Relationships and Health Education:

Module 1 - Created and Loved by God

Get Up! - • We are created individually by God who is Love, designed in His own image and likeness • God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) • Every human life is precious from the beginning of life (conception) to natural death • Personal and communal prayer and worship are necessary ways of growing in our relationship with God

The Sacraments - • That in Baptism God makes us His adopted children and 'receivers' of His love • That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). • It is important to make a nightly examination of conscience

RE: as theologians, we will:

Topic 1. creation.

This unit is divided into four sections: Questions and Stories, Psalm Poems and Prayers, Stewardship, and Justice and Equality.

We'll be understanding how to use religious words and phrases, recognising the simple links between sources and beliefs. We'll express a point of view, play with possibilities, and identify our personal responses to a variety of creative and artistic expression. Finally, we'll be reflecting on the meaning of what they have learned for use in our own lives, talking about our own experiences and how the future of communities can be transformed by what we have learned.

History: As historians, we will:

- Prehistory refers to the study of humans before there was writing.
- Prehistoric Britain is split into the Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age
- Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather
- Agriculture is the farming of plants (arable) and animals (pastoral) to eat
- Hunter-gatherer diets gradually gave way to agriculture and farming in the Neolithic period
- The move towards farming meant that prehistoric communities became more **settled**, **larger** and homes became more sophisticated
- The lack of written sources mean that it is difficult to know what people believed
- The design of hillforts, stone circles and geoglyphs suggest that the natural world was very important
- Stonehenge and other stone circles are made of sedimentary and **igneous** rocks
- Burials suggest that people believed in an afterlife, and reflect the lives they lived

BIG Question: How does life in prehistoric times influence our lives today?

Practise at Home:

Homework topic activities; Timetables Rockstars (MTC)/Spelling Shed/Maths Jam

As Musicians, we will:

Developing Notation Skills – learning about all the foundational elements of music with a focus on notation. Introducing notation more formally. Improvisation, composing, sharing experiences, learning about musical styles and recognising different sounds.

Science: As scientists, we will:

- Compare and group together different kinds of rocks on the basis of • their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter.

Art: As artists, we will:

Make loose gestural drawings with charcoal and explore drama and performance

Create sketchbooks to record their observations and use them to review and revisit ideas.

PE: As athletes, we will:

Football

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Develop ways to travel with the ball Pass and receive Use a range of skills to tackle and keep possession of the ball and defend Play as part of a team

Alternative sports

Crazy Catch (use skills & tactics) Ultimate Frisbee (catching skills) Lacrosse (throw& receive) Fencing (use a foil safely, perform some moves with a partner) Handball

Geography: As geographers, we will:

Be competitive

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Maths: As mathematicians, we will: Place Value -

Represent & partition numbers to 100 Recognise & use a number line to 100 Hundreds

Represent & partition numbers to 1,000 Carry out flexible partitioning of numbers to 1,000 Recognise & use hundreds, tens and ones Find 1, 10 & 100 more or less Recoanise & use a number line to 1,000 Estimate on a number line to 1,000 Compare & order numbers to 1,000 Count in 50's

Addition & Subtraction -

Apply number bonds within 10 Add and subtract 1s, 10s & 100s Spot patterns Make connections Add and subtract 2 & 3-diait numbers

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning: Royal Cornwall Museum Truro – Stone Age to Iron Age workshops for an immersive experience.

DT: As designers, we will:

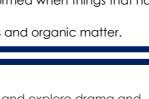
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- designs.
- Talk in depth about ideas, plans and reasons for choices.
- same function.
 - Evaluate ideas and products against design criteria; and suggest Ways in • which products can be improved.
 - Gain an understanding of the way in which the work of famous inventors, designers, engineers, chefs and manufacturers that have impacted on the development of product design and function, e.g. Dyson use to inform and support evaluation and further development of own product.

and grammar

draft and write by:

 Sort, group and compare physical and human features in the local environment. Use maps and simple street plans to locate places and features in the locality and further Compare features of the local environment and give reasons for thoughts and views.

- Compare features of localities, giving reasons for their similarities and differences.
- Identify a range of geographical features on maps.







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- Use knowledge of a range of products to inform plans and designs. Talk about and disassemble products and describe their function. Use simple prototypes, labelled sketches and detailed instructions in plans and
 - Investigate and compare a range of similar existing products.
 - Compare and contrast the similarities and differences of products with the

English: As readers and writers, we will:

Narrative – adventure story

- To plan, write, edit and improve their own versions of Stone Age boy. Non-fiction - instructional writing
- To write a set of instruction for How to Wash a Woolly Mammoth plan their writing by:
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary
- discussing and recording ideas
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure.
- in narratives, creating settings, characters and plot
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- organising paragraphs around a theme

Computing: As programmers, we will

- Explain how digital devices function
- Identify input and output devices
- Recognise how digital devices can change the way we work Explain how a computer network can be used to share information
- Explore how digital devices can be connected
- Recognise the physical components of a network