



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

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

Practise at Home:

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

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

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

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.



DT: As designers, we will:

- 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 designs.
- Talk in depth about ideas, plans and reasons for choices.
- Investigate and compare a range of similar existing products.
- Compare and contrast the similarities and differences of products with the 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.

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.



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

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
Be competitive

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
Recognise & 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-digit numbers

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



Geography: As geographers, we will:

- 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 afield.
- 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.

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

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 and grammar


discussing and recording ideas

draft and write by:

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

Half term overview								St. Mary's Catholic Primary									
Term: Year 3 – Autumn Term 1																	
Focus: Teacher: Mr Allen																	
Dates		W/C 4 th September		W/C 11 th September		W/C 18 th September		W/C 25 th September		W/C 2 nd October		W/C 9 th October		W/C 16 th October			
Events																	
Focus		Narrative – Stone Age Boy						Instructional Writing – How to Wash a Woolly Mammoth									
English		Assessment – to write about your summer holidays. To explore and understand life in Stone Age Britain. Cold Task and Imitation		To understand how people lived in the Stone Age. Innovation from story class story map stuck in books, as a class.		To write effective sentences for our story. Independent Action		To write our adventure story. Hot task Edit and improve our adventure story.		Cold Task Features of instructional writing. Imitation and Innovation		Features of instructional writing. Independent Action and Hot Task.		Extended writing opportunities with a picture as a stimulus.			
Spelling		Group 1 Phonics Phase 2 s a t p Group 2 Y2 – the /j/ sound spelt -dge Group 3 Y3 – the /ow/ sound spelt ou		Group 1 Phonics Phase 2 i Group 2 Y2 – the /j/ sound spelt -ge Group 3 Y3 – the /u/ sound spelt ou		Group 1 Phonics Phase 2 n Group 2 Y2 – the /j/ sound spelt with a g Group 3 Y3 – the /i/ sound spelt with a y		Group 1 Phonics Phase 2 m Group 2 Y2 – the /s/ sound spelt c before e, l and y Group 3 Y3 – words with the /ze/ sound ending -sure		Group 1 Phonics Phase 2 d Group 2 Y2 – the /n/ sound spelt kn and gn Group 3 Y3 – words with the /ch/ sound ending -ture		Group 1 Phonics Phase 2 l n m d Group 2 Y2 – challenge words Group 3 Y3 – challenge words		Group 1 Phonics Phase 2 g Group 2 Y2 – the /r/ sound spelt wr Group 3 Y3 – the prefix -re			
Grammar		Expanded noun phrases Rhetorical questions Relative clauses Complex sentence Inner thoughts		Fronted adverbials Personification Inverted Commas Feelings Pathetic fallacy		Simile Alliteration Metaphor		Dialogue Adjectives & dash Fronted adverbials Rhetorical questions		Headlines Straplines 4 W's		Third person Time connectives Direct and indirect speech		Rhyming Prepositions Verbs Conjunctions Adverts Pronouns			

<p style="text-align: center; color: red;">Maths</p>	<p>Place Value Represent numbers to 100 Partition numbers to 100 Number line to 100 Hundreds Represent numbers to 1,000</p>	<p>Place Value Partition numbers to 1,000 Flexible partitioning of numbers to 1,000 Hundreds, tens and ones Find 1, 10 or 100 more or less Number line to 1,000</p>	<p>Place Value Estimate on a number line to 1,000 Compare numbers to 1,000 Order numbers to 1,000 Count in 50s Assessment</p>	<p>Addition & Subtraction Apply number bonds within 10 Add and subtract 1s Add and subtract 10s Add and subtract 100s Spot the pattern</p>	<p>Addition & Subtraction Add 1s across a 10 Add 10s across a 100 Subtract 1s across a 10 Subtract 10s across a 100 Make connections</p>	<p>Addition & Subtraction Add two numbers (no exchange) Subtract two numbers (no exchange) Add two numbers (across a 10) Add two numbers (across a 100) Subtract two numbers (across a 10)</p>	<p>Addition & Subtraction Subtract two numbers (across a 100) Add 2-digit and 3-digit numbers Subtract a 2-digit number from a 3-digit number Complements to 100 Estimate answers</p>
<p style="text-align: center; color: red;">Science</p>	<p>Observe/explore different types of rocks carefully. Classify rocks in a range of ways, based on their appearance.</p>	<p>How is igneous rock formed?</p>	<p>How is metamorphic rock formed?</p>	<p>How is sedimentary rock formed?</p>	<p>How can we identify different types of rock?</p>	<p>How do rocks on our Earth's surface change?</p>	<p>Present what you know about the rock formation and how it changes over time.</p>
<p style="text-align: center; color: red;">RE</p>	<p>The RED - Creation To explore different kinds of questions and to recognise that people tell stories to answer questions. To recognise that Jewish people told the story of creation to try and answer some of their questions.</p>	<p>Psalms, Poems and Prayers To appreciate that people have written prayers, poems and songs about creation To recognise that the Psalmists believed everyone was special.</p>	<p>Stewardship To think about how we care for animals or objects. To think about what it means to be a Steward.</p>	<p>To find out how Pope Francis wants us to take care of the world. To explore the words of St Francis and contrast this with some of the things happening in our world today.</p>	<p>Stories from around the world. Justice and Equality. That children around the world are not always treated fairly. To explore Catholic Social Teaching.</p>	<p>Assessment</p>	<p>Reflection</p>

Art	To identify the properties of charcoal and artists who use it in their work.	To discover the different things that I can do with charcoal through gestural mark making.	To remind myself of the beginnings of drawing and use charcoal and my hands to make marks on a page.	To create dynamic, atmospheric gestural drawings with charcoal.	To create dynamic, atmospheric gestural drawings with charcoal.	To display the work made through the half term and reflect on the outcomes. WWW & EBI Children to discuss and record.	See – Life to the Full Lessons
DT	I can generate ideas for an item and consider its purpose and the users with a criterion for a successful product.	I can plan the order of my work before starting.	I can explore, develop and communicate design proposals by modelling ideas and disassembling and evaluating familiar products.	I can make drawings with labels when designing.	I can measure, mark out, cut, score and assemble components with more accuracy and work safely and accurately with a range of simple tools.	I can evaluate and change things to improve my work and evaluate against the original design criteria. Recognising Different Sounds	
Music – Charanga	Developing Notation Skills	Enjoying Improvisation	Composing Using your Imagination	Sharing Musical Experiences	Learning More about Musical Styles		
PE	Football Alternative Sports Crazy Catch (use skills & tactics)	Football Alternative Sports Ultimate Frisbee (catching skills)	Football Alternative Sports Lacrosse (throw & receive)	Football Alternative Sports Fencing (use a foil safely, perform some moves with a partner)	Football Alternative Sports Handball	Football Alternative Sports Competition	Football
ICT	1 How does a digital device work? This lesson introduces the concepts of input, process, and output. These concepts are fundamental to all digital devices.	2 What parts make up a digital device? Learners will develop their knowledge of the relationship between inputs, processes, and outputs and apply it to devices and parts of devices that they will be familiar with from their everyday surroundings.	3 How do digital devices help us? Learners will apply their learning from Lessons 1 and 2 by using programs in conjunction with inputs and outputs on a digital device. They will create two pieces of work with the same focus, using digital devices to create one piece of work, and non-digital tools to create the other. Learners will then compare and contrast the two approaches.	4 How am I connected? This lesson introduces the concept of connections and moving information between connected devices. Learners will learn to explain how and why computers are joined together to form networks.	5 How are computers connected? This lesson introduces key network components, including a server and wireless access points. Learners will examine each device's functionality and look at the benefits of networking computers.	6 What does our school network look like? Learners will further develop their understanding of computer networks. They will see examples of network infrastructure in a real-world setting and relate them to the activities in Lesson 5.	

<p>History</p>	<p>H - What was 'new' about the New Stone Age?</p> <p>I can talk about how people lived in the 'old' Stone Age.</p> <p>I can work out what changed, as well as what stayed the same.</p> <p>I can give examples of how archaeologists have changed the way we think about the Stone Age?</p>	<p>H - Which was better, bronze or iron?</p> <p>I can identify some of the similarities and differences between an Iron Age Village and village or town I know about today.</p> <p>I can explain the impact bronze and iron tools had on life at the time.</p>	<p>H - What is Stonehenge?</p> <p>I can use research to explain how Stonehenge was used.</p>	<p>H - What do burial mounds tell us about the beliefs of Prehistoric people in Britain?</p> <p>I can use primary and secondary sources of information to find out about the past.</p>	<p>H - When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p> <p>I can discuss the attractions and difficulties of the Stone Age.</p> <p>I can discuss the attractions and difficulties of the Bronze Age.</p> <p>I can discuss the attractions and difficulties of the Iron Age.</p>	<p>H - If you were Julius Caesar, would you have invaded Britain in 55BC?</p> <p>I can reach a conclusion about Britain at this time by exploring one of the buried hoards.</p> <p>I can reach a conclusion about how accurate Julius Caesar's description of Britain is.</p>	
<p>PSHE/ RSE (see Art/Music)</p>						<p>Life to the Full – LKS2 Module 1 Unit 1 Religious Understanding Session 1 – 'Get Up'</p>	<p>Life to the Full – LKS2 Module 1 Unit 1 Religious Understanding Session 2 – The Sacraments</p>