

Science

- Skeletons, the human body and diet.

Experiences:

- Theme day– The stone age and the Iron Age.

English

Text: Stig Of The Dump (Clive King)

- Information booklet
- Dilemma stories
- Drama
- Narrative writing
- Fact files
- Poetry
- Recounts

Music

- Listening and creating their own sounds and music.

ICT

- E-Safety: Espresso/Discovery learning
- Scratch: how to make a simple programme
- PowerPoint presentations: 'Stonehenge'

Maths

- Place Value
- Addition and Subtraction
- Multiplication and Division

DT

- Explore the function of levers.
- Clay modelling.
- Make do – scale models of Stonehenge.

Through the Ages

PE

- Exploring forces: equipment and our bodies.
- Investigating muscles: lifting, resistance and training.
- Hockey
- Multi – skills.

RE

- Hinduism
- Christianity – Christmas

Geography

- Similarities and differences between places in the UK; between present day and Stone age times.

Art

- Cave man sketches.
- Drawing the fossil process
- Wall chalk drawings.
- Rock Art

Spanish

- Greetings.
- Numbers 1-30.
- Days of the week/months of the year.

History

- Looking at the historical timeline between the Stone age to the Iron Age. Also, comparing how life was back then to how we live today.

Through the Ages

Music

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Geography

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

Science

- Understand that not all animals have an internal skeleton and that the presence of this is an important feature in classifying them.
- Know that a skeleton is needed for support, protection and movement.
- To understand the 5 food groups and the proportions of each needed to create a healthy, balanced diet
- Know the nutritional properties of carbohydrates, fruit and vegetables, proteins and dairy foods as well as importance of limiting fat and sugar intake.
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

DT

- Understand and use mechanical systems.

Art

- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- To create sketch books to record their observations and use them to review and revisit ideas.

Experience Day

- Themed days – The Stone Age & The Iron Age.

Maths

- Use place value and number facts to solve problems.
- Order and arrange combinations of mathematical objects in patterns and sequences..
- Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds.

ICT

- Select, use and combine a variety of software to present information.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

English

- Plan for writing by discussing and recording ideas.
- Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary.
- Organising paragraphs around a theme.
- Participate in discussions and role play.
- Develop positive attitudes towards and stamina for writing by writing poetry.
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings].
- Learn how to use the present and past tenses correctly and consistently including the progressive form.
- Formation of adjectives using suffixes such as -ful, -less.

PE

- Use running jumping, throwing and catching in isolation and in combination.
- Swimming : to be able to swim competently, confidently and proficiently.

RE

- The Diwali festival and why Hindu's celebrate this.

History

- Changes in Britain from the Stone age to the Iron age.

Year 3 – Topic 1 – Through the Ages

Key Question: How was life different in the Stone Age period to how we live today?

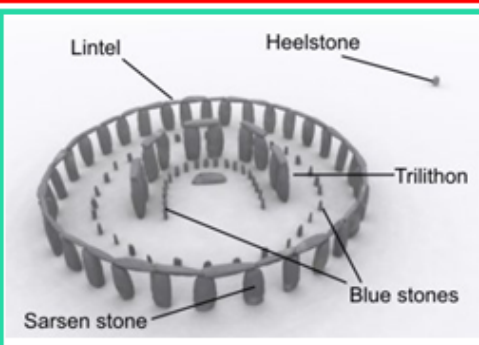
Key Skills:

- Looking at the changes in Britain from the Stone age to the Iron age.
- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

Timeline:

	Date	Description
1	800,000 BC—10,500 BC	Palaeolithic Stone Age Period.
2	10,500 BC—4,000 BC	Mesolithic Stone Ager Period
3	4,000-2,500 BC	Neolithic Stone Age Period— People started building Stonehenge.
4	2,500BC—800BC	The Bronze Age Period.
5	800BC—600BC	The Iron Age.

Prior Knowledge: I understand terms such as empire, civilisation, parliament and peasantry. I can make connections with what I have learnt and compare life today with life during a time in the past. I understand how evidence is used and how and why contrasting arguments and interpretations of the past have been constructed.



Key Information: Prehistory in Britain began with the arrival of groups of hunter-gatherers from further south in Europe around 900,000 years ago and ended with the Roman invasion in AD43.

Key Vocabulary:

	Word	Definition
1	archaeologist	A person who studies human history and prehistory.
2	artefact	An object that is of historical interest.
3	barrow	An ancient burial mound.
4	flint	A hard, grey rock that was used to make tools and weapons.
5	monument	A statue, building or other structure built to remember a special person or event.
6	prehistory	The time before written records.
7	tribe	A group of people, often made up of many families who lived together.