

Y3

Concept – what is the legacy? Who was here first?

Stone Age – Iron Age

Visit – rocks and soils focus; Cilffe Castle 12th, 13th, 14th November

Who came first?

History Skills:

- To interrogate a range of sources (inc. photos, diagrams, written accounts, stories, myths) & evaluate their usefulness and liability
- To pose appropriate questions and precisely answer them
- Compare and contrast the similarities and differences (from stone age to iron age)

ART Skills

- to create sketch books to record their observations and use them to review and revisit ideas
 - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
 - understand the historical and cultural development of art forms
- Research cave paintings, produce own cave paintings using different tools.

Where did they settle?

Geography Skills:

-Locate counties & cities on different maps (digital/computer mapping).

Science skills:

- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Use their findings to identify and classify rocks according to properties – grains or crystals and whether they have fossils in them
- Pose questions that explore how and why rocks may have changed over time (e.g. changes in water or erosion)
- Using 1st hand and 2nd hand sources, research the different kinds of living things that are found in sedimentary rock.
- Report on findings from enquiry including written and oral explanations
- Draw simple conclusions and raise further questions

Concepts:

- Recognise that secondary sources might help them to answer questions that cannot be answered through practical investigations

Reading

Stone Age boy
Secrets of Stonehenge
See separate plans on teacher shared

Outcomes
stating preference of how the children would have liked to live – would I like to live as a Stone Age child?

DT Skills

- design with a purpose; - make products by working efficiently; -refine and evaluate techniques as work progresses

Task: design a shelter

English -

Autumn 1

Adventure story including character description

Skills to teach: planning, use of conjunctions, apostrophes

Autumn 2

Writing to inform – non-chronological report

Skills to teach: commas in a list, sub-headings, using correct tense consistently, paragraphs, sentence types

(statements/questions/exclamations)

Maths

Autumn 1: Place value – see separate plan on teacher shared – maths/planning/year 3/place value new

Autumn 2: Addition & subtraction – see separate plan on t-shared.

Maths/Planning/Planning Year 3/four operations New Format Y3

The first drawing
Ug: Boy Genius of the Stone Age
Stone Age Boy

(See LTP)

RE/PHSE

What do different people believe about God?

Revelation, sacredness, God/Gods, Peace, Hope, what happens after death, Cycle of life

- Responding to questions about meaning and purpose.
 - Talk/write about special places/days/objects and their significance to believers.
- Recognise that values, attitudes, and commitments are often rooted in religious teachings and authority.

Why did they settle there?

Geography skills: -Identify the effect of physical geography (River) on human activity.

Concept: -Understand the importance of rivers on human activity now and in the past.

History Knowledge: To know the differences in lifestyles (food, religion, settlements, organisation of society, technology, clothing)

History skills:

- To interrogate a range of sources (inc. photos, diagrams, written accounts, stories, myths) & evaluate their usefulness and liability
- Compare and contrast the similarities and differences
- Critically evaluate the impact of different organisations in society & offer reasons for preference, supported by evidence
- To present findings independently and fit for purpose using historically accuracy and can communicate their ideas clearly

Concept:

- That all civilisations are at different stages of development and follow a journey of acceleration and decline

What technology did they use?

History Knowledge: To know the differences in lifestyles (technology).

Autumn 1

Science Skills (light and shadows unit): (visit to media museum light and shadow workshop)

- Explore, using mirrors and other reflective surfaces, how light is reflected.
- Set up practical enquiries and fair tests to investigate how shadows are made and what causes them to change.
- Make careful observations and use appropriate equipment to measure accurately
- Record findings in different ways

- Report findings different ways

Concepts:

- Recognise light cannot go around something or bend therefore blockages from objects causes shadows.
- Without light objects cannot be seen and that darkness is the absence of light.
- Shadow size changes due to the distance between the light source and object.