

<p><b>Essential Question: Is it true to say that Stone Age man was just a simple hunter-gatherer only interested in food and shelter?</b></p>	<p><b>Year 3: Autumn Term</b></p>		<p><b>Visit: A visit from Astrid the historian – Stone Age Day</b></p>
<p><b>Community Links: Harvest Festival – Local Church and a local charity to share food donations.</b></p>	<p><b>Enterprise Activity (A: Business): Making and decorating baubles to sell at the Christmas Fair</b></p>		 <p><b>Did the Stone-Age Rock?</b></p>
<p><b>Key Outcomes</b></p>	<p><b>Key Outcomes</b></p>		<p><b>Key Outcomes</b></p>
<p><u>Science</u>  <b>Rocks – How do Fossils tell us more about the Stone-Age?</b>  Recognise that soils are made from rocks and organic matter.  <i>Children will explain how fossils are used as primary sources to give us more information about the prehistoric period.</i>  <b>Forces and Magnets – Could a magnet have helped to build Stonehenge?</b>  <i>Children will explain why a magnet could or could not have helped in the construction of Stonehenge?</i></p>	<p><u>History</u>  <b>The Stone Age 800000BCE-43CE</b>  <b>Is it true to say that Stone-Age man was just a simple hunter gatherer only interested in food and shelter?</b>  Pupils will focus on the <b>economy</b> to explain the change and continuity in the Stone Age, looking at the development of the economy from a mobile hunter-gatherer lifestyle to settled farming, contrasting long-distance trade and gift exchange to the adoption of coinage later on in the prehistoric period.</p>		<p><u>Computing</u>  <b>Simulations ( Unit 3.7 )</b>  Children will know that a computer simulation can represent real and imaginary situations and will be able to give some examples of simulations used for fun and for work..  <b>Touch Typing ( Unit 3.4 ) C12</b>  Children will be introduced to typing terminology and understand the correct way to sit at the keyboard. They will learn how to use the home, top and bottom row keys and practice and improve typing for home, bottom and top rows. They will practice the keys typed with the right hand and left hand.</p>
<p><b>Unit: Glockenspiel Stage 1</b>  Style: Learning basic instrumental skills by playing tunes in varying styles  Topic and cross curricular links: Introduction to the language of music, theory and composition.  <b>Glockenspiel Stage 2</b>  Style: Learning basic instrumental skills by playing tunes in varying styles  Topic and cross curricular links: Introduction to the language of music, theory and composition.  <i>Children to perform their compositions to another Y3 class.</i></p>	<p><b>Geography</b>  Pupils will expand their <u>human and physical geographical knowledge</u> this term by investigating settlements from the Stone-age times.</p>	<p><u>MFL - French</u>  <b>Unit 1 - Je me presente (All about me)</b>  <b>Unit 2 - En classe (The classroom)</b></p>	<p><b>PE</b>  <b>Netball</b>  <b>Gymnastics</b>  <b>Football</b>  <b>Hockey</b></p> <hr/> <p><u>Key Texts for Topic</u>  The Great Cave – Terry Deary  Ug – Raymond Briggs  Stone Age Boy – Satoshi Kitamura  The Oxford Book of Christmas Poems</p> <p><b>Remembering (3:1)</b>  This unit builds on work from Unit 1.3 Worship and Festivals and provides opportunity to explore remembrance in the context of the Remembrance Day festival.  Teaching will explore actions and rituals associated with Christian and Islamic festivals, celebrations and times of remembering, and how symbols and artefacts may be used to express the belief of a faith member. Pupils will explore religious stories and texts that guide believers to forgive others and look at how forgiveness can lead to reconciliation <i>Joseph and his Brothers (Genesis 37-50)</i></p>
<p><u>Art</u>  <b>3D Sculpture</b> - Pupils will sculpt a 3D pot in clay using a variety of tools and techniques. They will use coils of clay to build up and create the 3D form then embellish the pot with surface decoration to replicate an artefact from the Stone Age. They will also create Stone-Age style jewellery  <b>Drawing</b> - Pupils will develop their drawing skills by producing an observational drawing of Stone-Age Artifacts. Pupils will use shading to represent light and dark tones and exploredrawing from different viewpoints.</p>	<p><b>Materials/construction: Design, make and evaluate a clay pot</b>  Pupils will investigate similar pot products to the one being made to give a starting point for design and then draw/sketch product to help understand how they are made. They will think ahead about the order of their work and decide upon the tools to be used. After that, they will plan a sequence of actions to make their product. Pupils will use the coiling technique to shape the material and join it accurately using tools they have chosen to perform practical tasks accurately. They will understand how the use of a wide base makes the product more stable. When evaluating, pupils will discuss how well the product meets the design criteria and how well it meets the needs of the user.</p>		<p><u>PSHE</u>  <b>Being me in my world</b> -Children will focus on getting to know each other, their nightmare school, their dream school, rewards and consequences, their learning charter and owning their learning charter.  <b>Celebrating Differences</b> - Children will learn about families, family conflict, witness and feelings, witness and solutions, words that harm, compliments and celebrating differences.</p>