

Essential Question: Would you rather live in the Stone, Bronze or Iron Age?	Year 3: Spring Term	Visit: Stone Age day Visitor
<p><b>Community Links:</b> Stone Age Rocks performance</p>	<p><b>Enterprise Activity:</b> Perform songs to their parents, present their historical work, sell Stone Age punch and rock cakes in an exhibition.</p>	 <p><b>Stone Age Britain</b></p>
Key Outcomes	Key Outcomes	Key Outcomes
<p><b>Reading</b>  <b>Ug- Boy Genius of the Stone Age- Raymond Briggs:</b> Children will read this comic strip style book based in the Stone Age. They will learn new vocabulary and expand their understanding of the Stone Age.</p> <p><b>The Stone Age Boy- Satoski Kitamura</b> – Children will study this picture book to compare modern life to life in the Stone Age.  <b>Stone Age Tales, The Great Cave- Terry Deary:</b> Children will explore the themes of bravery and family throughout the book whilst learning more about the life styles of hunters and gatherers.</p> <p><b>The Quarry, Stone Age Poem:</b> Children will use this poem to help further develop their annotation, visualization and performance skills in reading. The poem also allows children to further understand hunting and gathering for their history topic.</p>	<p><b>Writing</b>  <b>Newspaper Reports:</b> Children will discover woolly mammoth bones on the school grounds and will take on the role of a reporter to write a non-fiction newspaper article all about it.</p> <p><b>Playscripts:</b> Children will use the key text Ug- Boy Genius of the Stone Age as inspiration and will adapt the text to write a playscript.</p> <p><b>Adventure Story:</b> Children will use the picture book 'The Stone Age Boy' to mimic the author's style and write a 5 part adventure story.</p>	<p><b>Maths</b>  <b>Addition, subtraction, multiplication and division:</b> Children will write and calculate mathematical statements using the four operations using formal written methods. They will recall the 3, 4 and 8 multiplication tables.  <b>Measure:</b> Children will measure, compare, add, and subtract lengths, mass and volume. They will measure the perimeter of simple 2D shapes.  <b>Time</b> – Children will tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.  <b>Geometry</b> – Children will recognize, describe and draw 2D shapes and make 3D shapes using modelling materials in different orientations.  <b>Statistics</b> – Children will interpret, present data and solve problems using bar charts, pictograms and tables.</p>
<p><b>Displays</b>  <b>Reading:</b> The display will have work from the Stone Age by placing the front cover in the middle and displaying the children's reading work around from all domains.  <b>Music:</b> This display will show pictures of the children learning basic instrumental skills by playing various tunes on the glockenspiel. A speech bubble of the children's thoughts will explain which styles of music they preferred and how they composed their own.  <b>Computing:</b> This display will show children practicing their touch type skills using the purple mash programs. The children's work for branching databases will be displayed showing the progression from showing the data being organized practically to creating their own database.</p>	<p><b>Science</b>  <b>Rocks – How do Fossils tell us more about the Stone-Age?</b></p> <p>Children will recognise that soils are made from rocks and organic matter and will explain how fossils are used as primary sources to give us more information about the prehistoric period.</p> <p><b>Forces and Magnets – Could a magnet have helped to build Stonehenge?</b></p> <p>Children will explain why a magnet could or could not have helped in the construction of Stonehenge.</p>	<p><b>PSHE</b>  <b>Dreams and Goals</b></p> <p>Children will explore dreams and goals, dreams and ambitions, a new challenge, their new challenge, overcoming obstacles and celebrating their own learning.</p> <p><b>Healthy Me</b></p> <p>Children will understand the importance of being fit and healthy, what do they know about drugs? Being safe, being safe at home and 'my amazing body'.</p>

<p><b><u>Character Education</u></b></p> <p><b>Spring 1 and 2- Ambitious</b></p> <p>Children will explore their own <b>ambitions</b> in the Jigsaw dreams and goals unit, they will focus on <b>overcoming challenges</b> and setting goals. Children will have the opportunity to take on more complex <b>social responsibilities</b> within the school community and will learn how to apply for these roles. They will have the chance to audition for the Stone Age Rocks performance.</p> <p><i>Children will further understand what it means to be ambitious and will set their own goals.</i></p>	<p><b><u>PE</u></b></p> <p><b>Badminton-</b> children will learn how to use the forehand and backhand grip. They will use these grips to serve and practise completing a rally.</p> <p><b>Rugby-</b> children will learn how to grip the ball correctly, score a try and pass the ball backwards in order to play small sided games.</p> <p><b>Tennis-</b> children will learn how to complete forehand and backhand shots. They will learn how to volley the ball and aim the ball downwards.</p> <p><b>Basketball-</b> children will dribble ball using tips of fingers, they will learn the 3 passes (chest, bounce and overhead). They will practice shooting in a net before completing small sided games.</p>	<p><b><u>History</u></b></p> <p><b>The Stone-Age 80000BCE-43CE . Would you rather live in the Stone, Bronze or Iron Age?</b></p> <p><b>Similarity and Difference</b></p> <p>Children will learn about the Stone Age and will make comparisons about the people and their lives at work and at home. They will look at the impact on the landscape and existing artefacts to build up their enquiry thought and historical understanding.</p> <p><b>Continuity and Change</b></p> <p>Children will learn about the changes that occurred between the middle Stone Age (Mesolithic Times) to the Iron Age.</p>
<p><b><u>Art and DT</u></b></p> <p><b>Drawing</b></p> <p>Children will produce sketches of Stone Age artefacts. They will use increasing detail using shading and pupils will use shading to represent light and dark tones and explore drawing from different viewpoints.</p> <p><b>3D</b></p> <p>Children 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.</p>	<p><b><u>Computing</u></b></p> <p><b>Online Safety</b></p> <p>Children will learn about how to keep passwords safe and the consequences of giving your passwords away. They will understand how the Internet can be used to help us to communicate effectively and understand how a blog can be used to help us communicate with a wider audience. They will know where to turn for help if they see inappropriate content or have inappropriate contact from others.</p> <p><b>Simulations</b></p> <p>Children will consider what simulations are and use the two simulations 'Locked Out' and 'The Dark Side of Elpmis' in the games section of Purple Mash.</p>	<p><b><u>RE</u></b></p> <p><b>Who are the faith founders and what did they teach?</b></p> <p><b>Faith Founders</b></p> <p>This unit investigates the lives of key figures and founders in Christianity and Islam (E.g God, Jesus and the prophet Mohammed, looking at how faith members follow the teachings of those founders in the modern world. Explore the key beliefs of Christianity and Islam such as The Ten Commandments and the Five Pillars of Islam (Unit 2.2 Belonging). There is opportunity to explore the values that guide believers and influence the way in which they live their life.</p>
<p><b><u>Music</u></b></p> <p><b>Bringing Us Together - Recorders</b></p> <p>All the learning in this unit is focused around one song: Bringing Us Together - a Disco song about friendship, peace, hope and unity.</p> <p>Opportunity to play recorders alongside singing and play and response notes. Children to perform what they have learnt on the recorder to the class.</p>	<p><b><u>Geography</u></b></p> <p>As Geographers we will be learning about how mountains are formed and using our maps skills to locate mountains in Great Britain. They will learn about the differences between urban and rural land-use, population sizes and how land is used around Great Britain.</p>	<p><b><u>MFL</u></b></p> <p><b>Joyeux anniversaire!</b></p> <p>Children will write about their birthday and will develop their performance and speaking skills through the French birthday song. <b>Jacques et les haricots magiques</b></p> <p>Children will listen to the French 'Jack and the Beanstalk) and will retell the story.</p>

