Year 3
Autumn Term

Stone age to Iron age

Can words change the world?

Visit: Hillier's Trench History Stone Age to Iron Age

English

Autumn 1: Learning Journey 1 Text: *Stone Age Boy* by Satoshi Kitamura **Outcome**: Narrative **Guided Reading Texts** Non-fiction stone age books such as *Stone Age Tablet* by Andrew Langley and *The Secrets of Stonehenge* by Mick Manning and Brita Granström.
Learning Journey 2 Text: *The Dark* by Lemony Snicket **Outcome**: Newspaper Report **Guided Reading Texts** *Dinkin Dings and the Frightening Things* by Guy Bass

Autumn 2 Learning Journey 1 Text: *George's Marvellous Medicine* by Roald Dahl **Outcome**: Narrative **Guided Reading Texts** As above

Learning Journey 2 Text: *Winter's Child* by Angela McAllister **Outcome**: Letter **Guided Reading Texts** *The Abominables* by Iva Ibbotson?

Maths –

- Adding and Subtracting across 10
- Numbers to 1000

Longitudinal Study – animals (How does removing the ivy affect the feeding relationships in the woodland?)

Idea 1: In any habitat there are food chains and webs where nutrients are passed from one organism to another when it is eaten. If the population of one organism in the chain or web is affected it has a knock on effect to all the others.

Idea 2: Environmental change (the seasons, human activity, climate change) affects different organisms differently and therefore different habitats differently because all organisms in a habitat are interdependent.

Longitudinal studies

Children should raise and explore questions that ***demand*** the identification and classification of creatures and plants in their local environment (insects, spiders, birds, mammals, reptiles and amphibians). Questions should require children to consider how environmental change (the seasons, human activity, climate change) affects different organisms within their environment differently and therefore different habitats differently because all organisms in a habitat are interdependent.

Science – Magnets

Knowledge Block 1: What magnets do
Knowledge Block 2: Magnets don't need to touch
Knowledge Block 3: Magnets attract and repel
Knowledge Block 4: What affects magnetic strength

Animals, Skeletons and Movement

Knowledge Block 1: Skeletons protect vital organs

Knowledge Block 2: Skeletons support weight

Knowledge Block 3: Skeletons support movement

PE Autumn 1: Gymnastics: Perform actions and movement with control, coordination and variety with a clear start and finish. - Choose and plan sequences of contrasting actions - Adapt sequences to suit different types of apparatus. Identify different muscle groups used in different moves and actions; suggest warm up activities. - Use self and peer assessment to compare and contrast gymnastic sequences, commenting on similarities and differences; with help, recognize how performances could be improved. -Compare and contrast performances using appropriate language, through self and peer assessment. **Athletics**: Understand and demonstrate the difference between sprinting, running for sustained periods; know and demonstrate a range of sending techniques in athletic activities. -Send with some accuracy and power into a target area; perform a range of jumps, showing consistent technique; play different roles in small groups.
Autumn 2: Dance (Christmas)- Improve freely, translating ideas from a stimulus into movement. -Create dance phrases that communicate ideas; share and create dance phrases collaboratively, repeat, remember and perform these phrases in a dance; use dynamic, rhythmic and expressive qualities clearly and with control. -Understand the importance of activity to their health and wellbeing. - Recognise and talk about the movements used and the expressive qualities of dance; suggest improvements to dance sequences through self and peer assessment. Send and receive with control to keep possession and score goals. **Invasion games**: Be aware of space and use it to support team-mates and cause problems for the opposition; know and use rules fairly to keep games going; keep possession with some success when using equipment that is not used for throwing and catching skills. - Explain why it is important to warm up and cool down. - Say when a player has moved to help others; apply this knowledge to their own play.

History – Stone age to iron age.

- I know about changes in Britain from the Stone Age to the Iron Age.
- Knowledge of the types of resources peoples from the different ages could access.
- Knowledge of the skills people in the different ages developed to allow them to survive and thrive.
- What the main technological and agricultural developments were across the periods.
- Knowledge of changing religious practices or burial practices.

Geography-
https://www.hampshirechronicle.co.uk/news/18012280.hundreds-iron-age-coins-found-field-near-romsey/
Step 1: Launchpad: Trench history visit Stone age to iron age
Step 2: Question: What were their settlements like?
Step 3: Investigate (skills): Why did the stone age civilization and the iron age settlers choose to settle where they did?
Step 4: Connect, compare and patterns: How did they use the land and how has land use changed today? How did they trade?
Step 5: Conclusions: How is our land use different today?
Step 6: Communicate: Create a booklet / powerpoint to share knowledge.

RE – Creation and Incarnation

Autumn 1: *Concept: Creation Context: What do Christians learn from the Creation story?*
Explain and Evaluate
Evaluate what might be important in the Creation story for Christians living today and for people who are not Christians
Autumn 2: *Concept Incarnation Context: What is the Trinity?*
Enquire
Offer suggestions about what texts about baptism and Trinity might mean

DT – Design an illuminated item to get rid of the dark. Lemony Snicket Link. How will you ensure your structure is secure?
Generate: Generate ideas and recognise that designs have to meet a range of different needs.
Design: Make realistic plans to achieve aims.
- Think ahead about the order of work; choose appropriate tools, equipment, materials, components and techniques. -Clarify ideas using labelled sketches and models to communicate details of the design.

Make: Make a product that uses both electrical and mechanical components.
- Apply mechanisms to create movement. - Use simple circuits to illuminate. - Combine a number of components well in my product. - Apply texture or design to the product. - Ensure the product is finished well. - Shape the product carefully using appropriate techniques and tools.

Evaluate: Reflect on work in relation to intended use and identify improvements needed.
- Evaluate products and suggest improvements.

Technical Knowledge: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use electrical systems in their products (For example circuits incorporating bulbs)

Music – Play and perform in a recorder ensemble and singing for Harvest playing with increasing accuracy, fluency, control and expression.
Understand articulation – playing short and smooth
Use dynamics, use the correct musical terms when talking about dynamics – forte and piano
Read simple rhythmic patterns using, crotchets, minims and paired quavers.
Read B, A, G, on the musical stave. **Play** B, A, G, on the recorder. **Listen** to simple musical patterns of different pitched notes and aurally recall them on the recorder increasing aural memory.

Listen – Dynamics – forte piano – starting to use correct musical terms

PSHE (Jigsaw)

Being me in my world
Celebrating difference

Art – Stone age cave drawings (use during hook to text driver/topic)
Sculptural animals inspired by Roahl Dahl (Access to art exemplar planning)
Drawing – experiment with potential of various pencils, close observation, accurate drawings of people
Form – shape, form, model and construct (malleable and rigid materials), plan and develop, understanding of different adhesives and methods of construction, aesthetics.

ICT –
Information Technology – Presentation – Could you Survive the Stone Age?
Use search technologies effectively
Collect information Design and create content Present information