



Everybody Excelling, Every Day, No Excuses!

Theme Title: <u>Stone Age</u>			Year group: 3
			Term: Spring 1
Hook	Explore	Excite	Celebrate
Bake or cooking with fire Making fire Making recipes from the time	Stone Age art	Visit to London Museum	Stone age or Bronze age party – food, dress, themed day

Core subjects: Theme Content/ Foundation: Links to National Curriculum

By the end of this unit the children will be able to...

Science	<p>Forces and Magnets</p> <ul style="list-style-type: none"> -notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>I know some materials that are magnetic. I know some materials that are not magnetic. I can group together materials based on if they are magnetic or not. I can tell you about the poles of a magnet. I know why some magnetic materials are better for the job they do than others?</p>
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Foundation: Theme Content / Foundation: Links to National Curriculum

PSHE	My health and wellbeing
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	<p>Physical, Emotional and Mental</p> <p>To know and understand the difference between the terms physical, emotional and mental</p> <p>To become more self-aware</p> <p>To understand why setting goals is important</p> <p>To understand the meaning of the word 'healthy'</p>
<p>Humanities Spring 1 and 2</p>	<p><u>How did life change from the Stone Age to the Iron Age? Humanities</u></p> <p><u>Changes to Britain from the Stone Age to Bronze Age (Religion, technology and travel, Art)</u></p> <p><u>Locate and name the countries making up the British Isles, with their capital cities.</u></p> <p><u>Identify longest rivers in the world, largest deserts, highest mountains.</u></p> <p><u>Compare with UK.</u></p> <p>How did life change from the Stone Age to Iron Age?</p> <p>Was life in Britain always the same during this time?</p> <p>Which time is older? How do we know?</p> <p>What were the effects of these changes?</p> <p>What made these changes happen?</p> <p>Which object is older? How do we know?</p> <p>When did these events take place?</p> <p>How do we know these events took place?</p> <p>What do songs/paintings tell us about this time?</p> <p>Do people still argue about what happened during this time?</p> <p>How do you think it felt during this time?</p> <p>What was it like during this time?</p> <p>What was important to people during this time?</p> <p>What was the UK like during this time? (physical geography)</p> <p>Where did these events take place?</p> <p>What links did the UK have at this time?</p> <p>Who lived in the UK and why?</p> <p>I can name and locate UK regions and their identifying human and physical aspects.</p> <p>I can discuss human geography, including types of settlement</p> <p>I can apply my knowledge of chronology in a secure way</p> <p>I can make a time line of events or developments</p> <p>I can describe how things have changed over time</p> <p>I can use the correct historical vocabulary in my writing and discussions about the past</p> <p>I can use words to describe how time passes and how events are recorded</p> <p>I can describe similarities and differences between time periods, by comparing and contrasting</p>

	<p>I can describe the ways of life of ordinary people who lived in this country or other parts of the world in the past.</p> <p>I can describe the beliefs and ideas people held.</p> <p>I can describe connections between developments in different time periods</p> <p>I can describe why an event, people or individual are significant</p> <p>I can talk about the causes and effects of events in the past</p> <p>I can explain when an important event or development happened, why it happened and what happened next</p> <p>I can ask and answer more complex questions about the past</p> <p>I can select appropriate information from different sources to find out about the past, such as</p> <ul style="list-style-type: none"> *novels and play scripts *information books *pictures or photographs *documents and diaries *DVDs or videos *the internet *artefacts *museum displays *old buildings and heritage sites <p>I can organise my understanding of history in different ways to make sure it makes sense such as</p> <ul style="list-style-type: none"> *writing *drawing *painting and collage *drama *making models * making a museum display *performing a play *giving a spoken representation *making a presentation using the computer or a short film <p>I can write as if I were living in the past, perhaps in the style of an autobiography or diary.</p>
RE	<p>Who are the Jews?</p> <p>I can make connections between narratives about key figures and events from the Tenakh (e.g. Moses; the giving of the Torah), and the Jewish understanding of their people’s relationship with God</p> <p>I can make connections between the re-living (e.g. during the Seder, Shabbat and Sukkot) of key events in the history of the Jewish people and the belief in God’s on-going care and protection</p> <p>I can make connections between the way the Sefer Torah is treated with reverence and love and the belief that it is precious because it contains God’s word</p> <p>I can make connections between Judaism and other religions in relation to, for example, teachings about loving God and a</p>

	<p>responsibility to care for others, which motivate individuals and communities</p> <p>I can make connections between an awareness that there are Jewish people of many nationalities in communities around the world and a sense of shared Jewish identity (the people 'Israel')</p> <p>I can make connections between the belief in One God and the way this is reflected in the synagogue e.g. the Ner Tamid, the position of the Ark and the Torah; how the prohibition of idolatry is reflected in an absence of representations of humans</p> <p>I can make connections between the Jewish belief in a Creator God and the role assigned to humans in taking a responsibility for others and for the environment</p> <p>I can make connections in Judaism between repenting and being forgiven e.g. Rosh Hashanah and Yom Kippur</p> <p>I can use specialist vocabulary in communicating my knowledge and understanding of Jewish beliefs, teachings, practices and symbols</p> <p>I can use and interpret a range of sources including the Tenakh, stories from the Jewish tradition, the synagogue, artefacts, pictures, poetry, songs, festival food; the media and ICT/ the internet, to gain knowledge and understanding of Jewish beliefs, teachings and practices</p>
Arts– Drop Down	Engineering and Science DT focus
PE	<p>Swimming</p> <p>I can describe how the temperature of the water affects my body</p> <p>I can explain what I do to feel warmer in the water</p> <p>I know and can explain the rules and routines that keep me safe near water</p> <p>I can take care of myself and am aware of others in and around the swimming pool</p> <p>I can combine leg and arm actions to perform different strokes, front crawl, back and breaststroke.</p> <p>I can use actions and words to explain what I and others do in the pool</p> <p>I can copy and describe what I see in short demonstrations</p> <p>I can describe why swimming helps me to be fit and healthy</p> <p>Games</p> <p>Invasion Games</p> <p>I can use a range of skills to help me keep possession and control of the ball</p> <p>I can use a range of skills to keep possession and make progress towards a goal, on my own and with others</p> <p>I can weigh up the options and often make good decisions about what to do</p> <p>I can recognise players who play well in games and give some reasons why</p>
Computing	<p>In this unit the children will use Scratch Junior on the iPads to create Stone Age Animations. If Children have not used Scratch Junior before, please refer to Y2 Summer 1 Planning first.</p> <p>The children will draw their own Flintstone characters and then plan a simple story in pairs. They can then program their characters to move around the screen to act out their stories.</p> <p>Resource: iPads;,Scratch Junior</p>

	<p>Understanding Technology Use the internet to research the Stone Age Look at some examples of Flint Stone animated films on YouTube e.g. https://www.youtube.com/watch?v=dOA5CzrM4H8</p> <p>Programming What is an algorithm? What instructions will your character need to move across the screen? Did your character/s go where you wanted? How could you change your instructions to make your character go somewhere different? Did your programme do what you expected? How could you check the instructions? Can you work with your partner to check the instructions (the algorithm) for mistakes?</p>
MFL	<p>I know how to state my birthday in Spanish. I can use 1st person singular within my speech in Spanish. I know how the colour words in Spanish.</p>