



Year 3 – Woodpeckers

The Stone Age

Autumn 1st

Class Novel

The Stolen Spear

Topic Overview:

In this topic we will explore the meaning of 'prehistory'; learn why it was called the Stone Age; when it was and how long it lasted in Britain as well as the different periods during the Stone Age. We will learn about how people lived – their homes, their diet and what they did for fun.

Hook:

Paper Woolly Mammoths

Outcome:

Stone Age cave shoe boxes

What's being covered?		
	Topic	Skills
History	Stone Age in Britain	- To learn about the changes in Britain from the Stone Age to the Iron Age - Develop a chronology of the Stone Age – the events of the Stone Age - Develop appropriate use of historic terms - To find about how people lived – their homes, what they ate and how their diet changes - To consider life in the Stone Age and how it compares with life today.
Art	Gestural drawings with charcoal	- See how artists use charcoal in their work. - Talk about the marks produced and how children feel about their work. - Experiment with types of marks made with charcoal using hands. - Work on larger sheets of paper, making loose, gestural sketches using body. - Use light and dark tonal values to create a sense of drama - Use body as a drawing tool to make drawings inspired by movement and see how other artists do the same.
Music	"Let Your Spirit Fly"	- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Improvise and compose music for a range of purposes using the inter-related dimensions of music - Listen with attention to detail and recall sounds with increasing aural memory - Appreciate and understand a wide range of high-quality live and recorded music
Science	Animals: Movement & Nutrition	To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

		To identify that humans and some other animals have skeletons and muscles for support, protection and movement
Computing	Computing systems and networks – Connecting computers	- To explain how digital devices function - To identify input and output devices - To recognise how digital devices can change the way that we work - To explain how a computer network can be used to share information - To explore how digital devices can be connected - To recognise the physical components of a network
PSHE	Families & Relationships	- Understand that families are all different. - Know that families offer each other support but sometimes they can experience problems. - Understand that problems occur in friendships and that violence is never right. - Understand what bullying is and what to do if it happens. - Describe what a good listener is and know how to show that they are listening. - Say who they trust and why. - Understand that people can have similarities and differences and explain how differences can be a positive thing. - Understand how toys can reinforce gender stereotypes. - Understand that stereotypes arise from a range of factors, including some of those associated with age.
French	Introduction to French	- Learn how to greet and say goodbye - To learn how to ask and say your name - To learn how to say and respond to classroom instructions - To identify France and Paris on a map and learn about the culture - To learn the numbers 1-3
RE	How do people express commitment to a religion/ worldview in different ways?	- Identity a range of ways in which religious belief can impact daily life - Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity and between Christianity, Judaism and Sikhism - Identity some similarities and differences in how people practise and express beliefs about commitment
PE	Ball Skills Yoga	- To develop dribbling skills with hands and feet, develop tracking, throwing, catching and kicking skills. - To track a ball that is not sent directly to me and apply sending and receiving skills in games. - To explore and create a flow of poses that challenge balance, flexibility and strength.