

# Stone Age to Iron Age

## Medium Term Topic Plan – Year 3

Term	Autumn 1 (7 weeks).	Curriculum Strands	Geology, Beliefs, Fire, Society & Culture.
Classroom Environment	Topic board to celebrate children’s learning from school and home. Cave paintings: children’s hand prints. Age-appropriate historical vocabulary. Range of topic books including different genres and text types.	Super Starter (Hook) & Education Visit/Visitor	Stone Age Day (Forest School) including: making cave paintings, weaving, identification of plants from the Stone Age and clay pots. Chocolate Rocks.
Key Texts	<b>Class read: The Stolen Spear by Saviour Pirotta.</b>  Stone Age Boy by Satoshi Kitamura (AR level 3.5).	End Product	Class Assembly
English	<p><b>Speaking &amp; Listening</b>  <b>N.C Obj</b> use relevant strategies to build their vocabulary  <b>N.C. Obj.</b> speak audibly and fluently with an increasing command of Standard English  <b>N.C. Obj</b> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p><b>Reading</b>  <b>N.C. Obj.</b> increasing their familiarity and retelling some of these orally  <b>N.C. Obj.</b> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  <b>N.C. Obj</b> identifying how language, structure, and presentation contribute to meaning</p> <p><b>Writing to inform – Instructions – (3 Weeks)</b>  <b>N.C. Obj.</b> Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas.  <b>N.C. Obj.</b> Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  <b>N.C. Obj.</b> Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p><b>Writing to entertain – Stories</b>, including re-telling; character description; setting description Fiction stories with familiar settings, stories set in historical contexts. - <b>Stone Age Boy - (4 weeks).</b>  <b>N.C. Obj.</b> Draft and write by: organising paragraphs around a theme, in narratives, creating settings, characters and plot, in non-narrative material, using simple organisational devices  <b>N.C. Obj.</b> Evaluate and edit by: assessing the effectiveness of their own and others’ writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency</p> <p><b>Vocabulary, grammar &amp; punctuation</b>  <b>N.C. Obj.</b> using conjunctions, adverbs and prepositions to express time and cause  <b>N.C. Obj</b> using fronted adverbials  <b>N.C. Obj.</b> using commas after fronted adverbials</p>		
Science	<p><u>Rocks including rocks and soil investigations.</u>  <b>N.C. Obj.</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  <b>N.C. Obj.</b> Describe in simple terms how fossils are formed when things that have lived are trapped within rock.  <b>N.C. Obj.</b> Recognise that soils are made from rocks and organic matter.</p>		
P.E.	<p><u>Swimming</u>  <b>N.C. Obj.</b> Swim competently, confidently and proficiently over a distance of at least 25 metres.  <b>N.C. Obj.</b> Use a range of strokes effectively.  <b>N.C. Obj.</b> Perform safe self-rescue in different water-based situations.</p>		
History	<p><u>Stone Age to Iron Age</u>  <b>N.C. Obj.</b> Pupils should be taught about changes in Britain from the Stone Age to the Iron Age including:  - Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.  - Bronze Age religion, technology and travel, for example, Stonehenge.  - Iron Age hill forts: tribal kingdoms, farming, art and culture.</p>		

# Stone Age to Iron Age

## Medium Term Topic Plan – Year 3

<b>Geography</b>	<u>Place Knowledge/Human Geography of U.K.</u> <b>N.C. Obj.</b> Understand geographical similarities and differences through the study of human and physical geography. <b>N.C. Obj.</b> Describe and understand key aspects of human geography, including: types of settlement and land use.
<b>Art</b>	<u>Prehistoric Cave Paintings.</u> <b>Medium:</b> paint. <b>Skills:</b> use of sketchbooks to develop ideas and colour mixing. <b>N.C. Obj.</b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
<b>D&amp;T</b>	This will take place in Autumn 2.
<b>Music</b>	<u>Charanga – Glockenspiels (Y3)</u> <b>N.C. Obj.</b> Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.  <u>West Sussex Music- Clarinet (Y4)</u> <b>N.C. Obj.</b> Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.
<b>Computing</b>	<u>Computer Safety</u> <b>N.C. Obj.</b> To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact  <u>Coding</u> <b>N.C. Obj</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output
<b>RHE</b>	<u>Drugs and Tobacco</u>  <b>N.C. Obj.</b> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
<b>RE</b>	<u>What is it like to follow God?</u> PEOPLE OF GOD (UC 2A.2) Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world.
<b>Spanish</b>	