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| **Year Group - Three** | | | **Term – Autumn** | |  |  | | --- | --- | | **Educating for Wisdom, Knowledge and Skills** | **To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.** | | **Educating for Hope and Aspiration** | **To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds** | | **Educating for Community and Living Well Together** | **To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.** | | **Educating for Dignity and Respect** | **That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.** | | | |
| **Name of Unit Overview – Stone Age** | | | |
| **Context, Big Questions and Wider World impact**  How have things changed since the Stone Age?  How did Stone Age people live?  What can artefacts from the past teach us?  Studying Geography and history of England and it’s settlements | | | | | | |
| **Subject specific learning areas** | | | | | | |
| **Science** | | | | | |  |
| **Prior learning and where the objectives are revisited later in the year.** | | **Key year group learning.** | | | | **Main journey of the unit** |
| During KS1   * asking simple questions and recognising that they can be answered in different ways * observing closely, using simple equipment * performing simple tests identifying and classifying * using their observations and ideas to suggest answers to questions * gathering and recording data to help in answering questions. * Everyday materials – Looking closely to identify materials features through close observation | | **Focus Light**  **Can we?**   * Recognise that they need light in order to see things and that dark is the absence of light. * Notice that light is reflected from surfaces. * Recognise that light from the sun can be dangerous and that there are ways to protect their eyes * Recognise that shadows are formed when the light from a light source is blocked by a solid object. * Find patterns in the way that he size of shadows | | | |  |
| **Humanities – History & Geography** | | | | | | |
| **Prior learning and where the objectives are revisited later in the year.** | | **Key year group learning.** | | | | Knowledge collection - What do we know about the Stone Age?  Placing the Stone Age on a timeline  Research how humans have evolved  Discover key historic sites Starr Carr, using Google maps, atlases and maps  To investigate a hillfort. What they are, what they are made of, where they were and why they were important  Learn about how the ages moved from Stone Age to the Iron Age, to Bronze Age  Compare and contrast France to England  **Chauvet caves setting description in Literacy**  Learn about the origins of Chauvet caves in France |
| Within KS1, more recently Year 2, children were taught   * Basic timeline chronology * Changes within living memory – Castles topic included location choices and Geographical features * Significant historical events, people and places in their own locality * To locate 4 countries of the United Kingdom and their capital cities. * To use basic maps to locate places | | **History:**  **Can we….?**   * Locate Stone Age on a timeline * Research and learn how Stone Age Settlers lived and travelled   **Do we know?**   * Changes in Britain from Stone Age to Iron Age * Why the Chavuet caves are so important to historians?   **Geography:**  **Can we….?**   * Use maps, atlases, globes and Google Earth to locate and discuss locations   **Do we know?**   * Names and locations of counties and cities of the United Kingdom, geographical regions and their identifying human and physical features * How to locate France? (European countries) How does it contrast? * How does Physical Geography affects choice of settlement locations? | | | |
| **Arts and Design** | | | | | | |
| **Prior learning and where the objectives are revisited later in the year.** | | Key year group learning. | | | |  |
| Key stage 1  Pupils should be taught:   to use a range of materials creatively to design and make products   to use drawing, painting and sculpture to develop and share their ideas, experiences  and imagination   to develop a wide range of art and design techniques in using colour, pattern, texture,  line, shape, form and space   about the work of a range of artists, craft makers and designers, describing the  differences and similarities between different practices and disciplines, and making  links to their own work | | **Design**  **Can we…?**   * Design, build and evaluate a hill fort house using straw and cardboard?   **Do we know?**   * How to join cardboard successfully? * How to strengthen our designs for support? * How to alter our initial design to improve as we begin to make? * How to select appropriate materials and tools for the job? | | | | * Learning about houses and hillforts. How they are structured for strength. * Compare and contrast modern houses in their design to Stone Age hillforts. * Drawing clear designs with labels * Plan how to make their design * Make it! * Evaluate and improve designs |
| **Computing and Technological Understanding** | | | | | |
| **Prior learning and where the objectives are revisited later in the year.** | | Key year group learning. | | | | * Practise typing a final piece of our literacy work (non-fiction type up) * Investigate different functions found in the tool bar of MWord * Create a poster to inform others about the Chaveut caves including photos and eye catching fonts * Create an ebook to document and display our learning on the Stone age in summary for our class blog |
| Key stage 1  Pupils should be taught to:   use technology purposefully to create, organise, store, manipulate and retrieve digital  content   recognise common uses of information technology beyond school   use technology safely and respectfully, keeping personal information private; identify  where to go for help and support when they have concerns about content or contact on  the internet or other online technologies | | **Can we….?**   * Type text into different programs and change its style by applying a range of font effects. * Increase speed and accuracy with typing * Create documents and posters by combining text boxes with inserted images. * Shoot a digital photo and explore tools to edit it. * Create my own sorting diagram and complete a data handling activity with it using images and text. * Start to input simple data into a spreadsheet. * Create a feelings chart exploring a story or character’s feelings   **Do we know….?**   * How to make a word-based document more engaging and eye-catching? * How to cut, copy and paste to quickly duplicate and organise text. * How to create a multimedia e-book combining: text, images voice recordings and shapes. | | | |
| **Immersion Activity- What do they need to know? How are you going to start with a bang?** | **Show children clips of how the Stone Age is presented to us through film/books** | | | **Trips/ Visits / Experiences** | **Virtual exploration of Chauvet Cave** | |
|  |  | | | **Vocabulary Oracy activities** | Cave painting, Neolithic, fur, stones, house, spears, hammerstone, weapon, mammoth, borer | |
| **Discrete subject learning focus areas** | | | | | | |
| **Music** | Charanga: Glockenspiel | | |  |  | |
| **PE** | Personal: Coordination and Balance | | |  |  | |
| **MFL** | I’m Learnning Spanish  Naming colours, numbers | | | | | |
|  | | | | | | |
| **Final quality products** |  | | | **Home learning opportunities** | * Share on Seesaw blog what we have been learning | |