

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.
Name of Unit Overview – Stone Age		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.

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 <ul style="list-style-type: none"> ✓ 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. 	Focus Can we? Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Recognise that soils are made from rocks and organic matter Ask questions and conduct investigations to find an answer? Do we know? In simple terms how fossils are formed when things that have lived are trapped within rock.	<ul style="list-style-type: none"> ✓ Comparing and exploring different types of rocks and properties through sorting and classifying activities ✓ Investigation on how soil is created ✓ Formation and identification of fossils

✓ Everyday materials – Looking closely to identify materials features through close observation	Names of different types of rocks (igneous, metamorphic, sedimentary, magma) and how they are formed?	
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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
<p>Within KS1, more recently Year 2, children were taught</p> <ul style="list-style-type: none"> ✓ 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 	<p>History: Can we....?</p> <ul style="list-style-type: none"> ✓ Locate Stone Age on a timeline ✓ Research and learn how Stone Age Settlers lived and travelled <p>Do we know?</p> <ul style="list-style-type: none"> ✓ Changes in Britain from Stone Age to Iron Age ✓ Why the Chauvet caves are so important to historians? <p>Geography: Can we....?</p> <ul style="list-style-type: none"> ✓ Use maps, atlases, globes and Google Earth to locate and discuss locations <p>Do we know?</p> <ul style="list-style-type: none"> ✓ 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? 	<p>Discover key historic sites Wales and Boxgrove in West Yorkshire using Google maps, atlases and maps</p> <p>Investigate the life of a hunter gatherer and how human life was within this time period including clothing , food, transport and housing</p> <p>Looking at Mesolithic artefacts and think about how they were used and how they help us learn about the past Look at Star Carr site – identify on a map North Yorkshire</p> <p>To investigate a hillfort. What they are, what they are made of, where they were and why they were important</p> <p>Learn about how the ages moved from Stone Age to the Iron Age</p> <p>Compare and contract France to England Chauvet caves setting description in Literacy Learn about the origins of Chauvet caves in France</p>

Arts and Design

Prior learning and where the objectives are revisited later in the year.	Key year group learning.	
<p>Key stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to use a range of materials creatively to design and make products <input type="checkbox"/> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <input type="checkbox"/> to develop a wide range of art and design techniques in using colour, pattern, texture, 	<p>Art Can we....?</p> <ul style="list-style-type: none"> ✓ Use sketching pencils to create a self-portrait? ✓ Use close observation to notice and represent details in sketching ✓ Use pastels and chalks to create a cave drawing of an animal? <p>Do we know...?</p>	<ul style="list-style-type: none"> ✓ Looking closely at the human face and recognising sections for mapping ✓ Recognising different shading techniques and being aware of when a technique is most suitable ✓ Drawing a self portrait using mapping and shading

<p>line, shape, form and space</p> <ul style="list-style-type: none"> □ 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 	<ul style="list-style-type: none"> ✓ How to map out our sketches using grids ✓ How people in the Stone Age told their stories? <p>Design</p> <p>Can we...?</p> <ul style="list-style-type: none"> ✓ Design, build and evaluate a Jennet’s Park house using cardboard? ✓ Design, build and evaluate a hill fort house using straw and cardboard? <p>Do we know?</p> <ul style="list-style-type: none"> ✓ 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? 	<ul style="list-style-type: none"> ✓ 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
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Computing and Technological Understanding

<p>Prior learning and where the objectives are revisited later in the year.</p>	<p>Key year group learning.</p>	<ul style="list-style-type: none"> ✓ Practise typing a final piece of our literacy work (non-fiction type up)
<p>Key stage 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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 	<p>Can we....?</p> <ul style="list-style-type: none"> ✓ 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 <p>Do we know....?</p> <ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ 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

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 Introduce stories: The First Drawing Have Portals to the Past visit with a Stone Age workshop for the day	Trips/ Visits / Experiences	Portals to the past day visit 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:Let your Spirit Fly/Glockenspiel		
PE	Personal: Coordination and Balance		
MFL	I'm Learning Spanish Naming Animals		
Final quality products			
Final quality products	Publish photographs of hillfort designs Share original stories with others Newspaper report Hill fort design Final drama pieces	Home learning opportunities	✓ Share on Seesaw blog what we have been learning