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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**  **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.  Names of different types of rocks (igneous, metamorphic, sedimentary, magma) and how they are formed? | | | | | * 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 |
| **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 Skara Brae in Scotland.  Investigate the life of a hunter gatherer and how human life was within this time period including clothing , food, transport and housing  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  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  Compare and contract France to England  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 | | | **Art**  **Can we….?**   * 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?   **Do we know…?**   * How to map out our sketches using grids * How people in the Stone Age told their stories?   **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? | | | | | * 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 * 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. | | | | | * Typing club * Practise typing a final piece of our literacy work (non-fiction type up) * Investigate different functions found in the tool bar of MWord * 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  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 Skara Brae | |
|  | |  | | | **Vocabulary Oracy activities** | | Cave painting, Neolithic, fur, stones, house, spears, hammerstone, weapon, mammoth, borer | |
| **Discrete subject learning focus areas** | | | | | | | | |
| **Music** | | Sing up- I’ve been to Harlem | | |  | |  | |
| **PE** | | Personal: Coordination and Balance | | |  | |  | |
| **MFL** | | Language Angels- Greetings | | | | | | |
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| **Final quality products** | | Share original stories with others  Newspaper report  Share diary entry  Cardboard challenge day  Christmas decorations  Stone Age cave art | | | **Home learning opportunities** | | * Share on Seesaw blog what we have been learning | |
| * **International Education (IE)** | | | | | | | | | |
| **Prior learning:**   * **International Week**   **Revisit within this year**   * **Map work**   **Directional language** | **International Targets (choose all that apply):**   * Understanding different cultures, values and customs * Similarities and differences between UK and other countries * Building tolerance and respect for other cultures * Understanding details, similarities and differences of the lives of others, past and present * Identify activities and habits which are different from but equal to their own * Significance of relevant celebrations / rituals * Recognising individuality and independence of separate cultures | | | | | **Learning to come from those activities**  We will be learning how to read and follow directions using compass skills.  Exploring the ways in which different people lived | | | |
| **Enriching our curriculum and personal development opportunities** | | | | | | | | | |
| **Prior opportunities** | **Experience** | | | | | **Learning to come from those activities** | | | |
|  | Art project  Diversity assembly  NSPCC talk | | | | | * From these activities, children will further develop their oracy skills, independence, collaboration, perseverance and optimism. This will support them to further develop their self-esteem and confidence. * Understanding different cultures and religions * Understand how to look after themselves | | | |

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| Climate and Sustainability Education | Recycling focus  -Reduce  -Reuse  -Recycle  Attitude towards reducing consumption and usage. ( Food, water, resources, energy etc)  Important Climate activists  Climate day | Learning to come from those activities   * Deeper understanding of our impact on the world around us * Connection to nature and the outside world * Changing attitudes to consumption within the classroom |