

Year Group - 3	Term – Autumn		
Name of Unit Overview – The Stone Age 		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.
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			Suggested journey of the unit
Prior learning and where the objectives are revisited later in the year.	Key year group learning		
In 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.	Focus- Scientific Enquiries Can we? ✓ Ask questions ✓ Write predications ✓ Record and present results ✓ Write a method ✓ Carry out a fair test ✓ Write a conclusion ✓ Consider controls and variables		Week 1 Transition and getting to know you activities Week 2 Science: Forming questions Topic: Hook Lesson – What questions do we have about the Stone Age? What would we like to learn? What do we already know? Explore how artefacts help us learn about the past.

- Everyday materials – Looking closely to identify materials features through close observation		Week 3: Science: Writing predictions Topic: Understanding the chronology of the Stone Age. Placing the Stone Age on a timeline Research how humans have evolved
Humanities – History & Geography		
Prior learning and where the objectives are revisited later in the year.	Key year group learning	
Previous years ✓ 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 Chauvet 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?	MFL- Spanish- greetings Week 4 Science: Recording and presenting results- cleaning coins Topic: Cave paintings Week 5 Science: Carrying out a fair test Topic: Locate where the Chauvet caves are on a map Discover key historic sites Wales and Boxgrove in West Yorkshire using Google maps, atlases and maps MFL- Spanish- colours Week 6 Science: writing conclusions Topic: Response to Stone Age workshop Investigate the life of a hunter gatherer and how human life was within this time period including clothing , food, transport and housing
Art and Design & Design Technology		
Prior learning and where the objectives are revisited later in the year.	Key year group learning	
Previous years ✓ 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	Can we....? 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...?	PE- Tag Rugby Week 7 Science: Consider controls and variables Topic: Compare and contrast France to England Learn about the origins of Chauvet caves in France PE- Tag Rugby

✓ 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		✓ How to map out our sketches using grids ✓ How people in the Stone Age told their stories? Design Can we...? ✓ Design, build and evaluate a Jennet’s Park house using cardboard? ✓ 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?		Week 8	
				Art: Looking closely at the human face and recognising sections for mapping	
				PE: Ball skills and Athletics	
				Week 9	
				Topic: Where would you choose to settle- what physical features do you need	
				DT: Design a Christmas decoration	
				Week 10	
				Computing- Create a poster to inform others about the Chauvet caves including photos and eye-catching fonts	
Computing and Technological Understanding					
Prior learning and where the objectives are revisited later in the year.		Key year group learning		PE: Ball skills and Athletics	
Previous years ✓ 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. 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.		DT- Practising sewing stitches	
				Week 11	
				Topic: Changes in Britain from stone Age to Iron Age	
				DT- Make the Christmas decoration	
				Week 12	
				PE: Ball skills and Athletics	
				DT- Evaluate the Christmas decoration	
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 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	Sing Up : I've been to Harlem	RE	Understanding Christianity: Creation/ Fall What do Christians learn from the creation story?
PE	Tag Rugby/ Fundamentals Physical- throw, catch, run, change speed and direction, balance and jump Social- communicate, support, collaborate and respect Emotional- perseverance, self-regulation, honesty and determination Thinking- make decisions, comprehension and rules and tactics	PSHE	✓ To understand that families love and support each other but sometimes problems can occur and help is available if needed. ✓ To understand that friendships have ups and downs and that problems can be resolved. ✓ To begin to understand the impact of bullying. ✓ To understand why trust is an important part of positive relationships. ✓ To begin to understand the differences between people and why it is important to respect these differences. ✓ To recognise that stereotypes are present in everyday life.
Final quality products	✓ Robot- cardboard challenge day (linked to class text) ✓ Christmas decoration ✓ Cave artwork ✓ Class book from wonderful writing	Home learning opportunities	✓ Weekly literacy and maths tasks ✓ Spelling Frame changed weekly ✓ Times tables rockstars ✓ Own reading
Enriching our curriculum and personal development opportunities.			
Prior opportunities	Experiences	Learning to come from those activities	
	Hello Yellow Day Cardboard Challenge Day	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.	
International Education (IE)		International Tasks: <i>Starters/Plenaries/ 15-30-minute activities</i>	
Prior learning: ✓ International Week Revisit within this year ✓ Map work ✓ Capital cities	International Targets (choose all that apply): • Locate and identify countries on a map and providing the international context for this topic • 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 • Trade, tourism and travel (to and from UK) • 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		- In Geography the children are looking at the physical geography chosen by settlers

Climate and sustainability Education	Recycling focus: - Recycle - Reuse - Reduce	What difference we can make.	Deforestation
	Fossil fuels	Food miles- focusing on our packed lunches.	