

# Thurgoland CE Primary School

Learning Together in Faith and Joy

## Year 3 Stone Age Autumn Term

### Science

#### Animals

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

#### Rocks

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

Describe in simple terms how fossils are formed when things that have lived are trapped within rock.

Recognise that soils are made from rocks and organic matter.

#### Working scientifically

Use different types of scientific enquiries to answer questions.

Set up simple practical enquiries, comparative and fair tests

Make systematic and careful observations and using a range of equipment.

Gather, record, classify and present data in a variety of ways to help in answering questions.

Report on findings from enquiries.

Use results to draw simple conclusions.

Use evidence to answer questions or to support their findings.

### History

#### Stone and Iron Age

Explain changes from the Stone age to the Iron Age.

Describe late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.

Explain Bronze Age religion, technology and travel, for example, Stonehenge.

Identify Iron Age hill forts: tribal kingdoms, farming, art and culture.

Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Understand how our knowledge of the past is constructed from a range of sources.

Develop a chronologically secure knowledge and understanding of British and world history.

### Art

#### Stone Age Art and Stonehenge Silhouette

Create sketch books to record their observations and use them to review and revisit ideas.

Improve their mastery of art and design techniques, including drawing, painting with a range of materials: pencil, charcoal, paint, clay.

Research and discuss art from cave drawings and art inspired by them throughout history.

Improve their work.

### DT

#### Stone Age Pots

Use research and develop design criteria to inform the design of their pot.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes.

Select from and use a wider range of tools and equipment to perform practical tasks .

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures to make them functional.

#### Food Technology – Stewed Fruit

Use a range of cooking techniques: chopping, heating. Understand and apply the principles of a healthy and varied diet.

Understand seasonality, and know where and how fruit is grown.

### Geography

#### Settlements of Stone Age and Iron Age People

Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe.

Explore the location and characteristics of a range of the world's most significant human and physical features – Stonehenge, Skara Brae.

Locate relevant countries, using maps to focus on key physical and human characteristics.

Explain human geography, including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water.

Use maps, atlases and globes to locate countries and describe features studied.

## Music

### Scheme: Charanga - Glockenspiel Stage 1

**Genres:** R&B, Michael Jackson, Western Classical, Musicals, Motown, Soul

Learning basic instrumental skills by playing tunes in varying styles

Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, discuss, listen and to discuss other dimensions of music.

Musical Activities to include games that help internalise, understand and feel music including identifying the dimensions of music that work together. Discovery of pulse, rhythm, pitch, tempo, dynamics.

Explore the link between sound and symbol.

Singing and learning about the importance of vocal health.

Learn about working in a group/band/ensemble.

Improvisation including exploring and creating your own responses, melodies and rhythms.

Composition: continue to create own responses, melodies and rhythms and record them in some way.

## PE

### Schemes: Real PE, Swimming

#### Real P.E.

Coordination – Floor Movement and Dynamic Balance to Agility Develop flexibility, strength, technique, control .

Compare their performances with previous ones and demonstrate improvement to achieve their aims.

Develop coordination through mirroring and matching partner work.

Perform static balances and dynamic balances.

#### Swimming

Children will learn to swim competently, confidently and proficiently over a distance of at least 25 metres and to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Children will also learn how to perform safe self-rescue in different water-based situations.

## PSHE

Understand and be able to listen to each other effectively

Know our strengths and identify the strengths of others

Know how to talk about feelings and understand how feelings affect behaviour

Co-operate with those around me and know that people have different views

British Values - democracy and class rules and laws

## Computing

### We are Programmers

Create an algorithm for an animated scene in the form of a storyboard.

Write a program in Scratch or Purplemash to create the animation.

Correct mistakes in their animation programmes.

### We are Presenters

Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing.

Edit video, including addition of narration and editing clips by setting in/out points.

Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length.

## Modern Foreign Languages - French

Listen attentively to spoken language and show understanding by joining in and responding.

Listen and respond to simple rhymes and songs.

Recognise and respond to sound patterns and words.

Perform simple communicative tasks using single words, phrases and short sentences.

Listen attentively and understand instructions, everyday classroom language and praise words.

Recognise some familiar words in written form.

Make links between some phonemes, rhymes and spellings, and read aloud familiar words.

Experiment with the writing of simple words.

Locate country/countries where the language is spoken.

Identify social conventions at home and in other cultures.

## RE

### Schemes: Discovery RE and Understanding Christianity

#### What is the Trinity?

Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life?

#### Has Christmas lost its true meaning?

Recognise that Christmas means different things to different people. Explain beliefs about the true meaning of Christmas and compare them to Christian beliefs.