

A Moment in Time: Learning from the Past for Our Future

Focus Overview Year 3 – Stone Age to Iron Age

At Our Lady
and
St. Hubert's,
home, school
and parish
work
together,
knowing that
God is with
us in all we
do

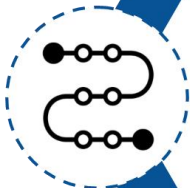
A Wonderful World:
Appreciating God's
Creations



Peace and Conflict: Respect
for all Individuals



A Moment in Time:
Learning from the
Past for Our Future



We are Engineers:
Embracing Technology
to Solve problems



Nurturing Nature:
Engaging and Taking
Responsibility



**Our Place in the
World:** Identity and
Community



A Moment in Time: Learning from the Past for Our Future
Year 3

In **History**, children will investigate and explore the period from the Stone Age through to the Iron Age, and how it changed Britain. They will learn about how the human race evolved and how life changed for them. In **Science**, children will learn about rocks; how they are formed and their properties. They will link this to the formation of fossils and how fossils can help to teach us about the past. In **Computing**, children will learn about how to make PowerPoint presentations; adding and changing text, importing pictures and adding simple animations. They will make their own PowerPoints about their favourite dinosaur. In **English** lessons, children will explore instruction writing, starting with 'How to wash a woolly mammoth' and eventually writing a set of instructions about making their own fossils- linked to their science learning. In **Reading**, children will explore the text 'Stone Age Boy' and use skills, such as interpret and retrieve, to learn about life in the Stone Age.

Theme Impact

Children will have of an awareness of chronology and just how long ago this period of time was. They will have an appreciation of the things they have now and how far the human race has come.

Catholic Social Teaching

We will focus on the CST theme of 'Solidarity and the Common Good'. Whilst these time periods were so long ago, we will identify when these people showed Solidarity to work together. They did not have many resources, but had to collaborate with one another to be able to achieve.

Curriculum Drivers

History

National Curriculum Objectives

Changes in Britain from the Stone Age to the Iron Age.

Knowledge and Skills Progression

E1: Use documents, printed sources (e.g. archive materials) the Internet,, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.

E2: Ask questions and find answers about the past.

O1: Communicate ideas about the past using different genres of writing, drawing, drama role-play, storytelling and using ICT.

H1: Explore the idea that there are different accounts of history.

C1: Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)

C2: Use a timeline to place historical events in chronological order.

C3: Describe dates of and order significant events from the period studied.

U1: Use evidence to describe the culture and leisure activities from the past.

U2: Use evidence to describe the clothes, way of life and actions of people in the past.

U3: Use evidence to describe buildings and their uses of people from the past

Science

National Curriculum Objectives

Compare and group rocks based on their properties

Describe the formation of fossils and soils

Knowledge and Skills Progression

Working Scientifically

-observe rocks, including those used in buildings and gravestones, and explore how and why they might have changed over time;

-use a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them.

-research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.

-explore different soils, identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water.

-raise and answer questions about the way soils are formed.

E1: asking relevant questions and using different types of scientific enquiries to answer them

E4: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

E5: recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

E6: reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

E8: identifying differences, similarities or changes related to simple scientific ideas and processes

E9: using straightforward scientific evidence to answer questions or to support their findings.

Computing

National Curriculum Objectives

Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Knowledge and Skills Progression

IT1 Know how to add text to a presentation
IT2 Know how to change and manipulate fonts
IT3 Know how to add text boxes
IT4 Know how to add animation to images and text
IT5 Know how to search for information and images
IT6 Know how to copy and paste images from the web into a presentation
NC1 Use search engines to find information online
NC2 Know how to save files locally and onto a network and the differences between these

Application

Children will create a PowerPoint presentation to showcase their learning to parents and families about The Stone Age. They will need to think about one of our most important 6Cs– Communication; thinking about their audience, presentation style and the information they want to get across.

Wider Curriculum Opportunities

Writing

Instructions
 Non-chronological report
 Narrative

Reading

Stone Age Boy
 Stone Girl Bone Girl

Computing – application of previously taught skills

PowerPoints are new learning

Enrichment

Forest school (DT)

Weapon making in forest school, Stone age – iron invention. The discovery of metal and how that impacted the world

Home Learning

Evaluation Notes

Stand-alone objectives to be covered this term

RSE/PSHE

Units to cover

PSHE- Helping others to belong, social problem solving

RSE- Mod 2, unit 2- 'Personal relationships', 'Friends, family and others' and 'When things feel bad'

PE

National Curriculum Objectives

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Perform dances using a range of movement patterns

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

Knowledge and Skills Progression

Dance

Contribute ideas to the structure of the dance
 Describe using appropriate language the features of dances performed by others
 Attempt to perform with a sense of dynamics

Competently include props and other ideas in their dance
Attempt short pieces of improvised dance responding to the structure/theme of the dance
Share and create short dance phrases with a partner and in small groups
Perform movements with increased control
Express moods and feelings throughout the dance piece
Can decide with others which floor patterns/pathways to follow

Key vocab: twist, turn, forwards, backwards, sideways, slowly, quickly, sequence, jumps, travelling, levels, directions

Gymnastics

Modify actions independently using different pathways, directions and shapes
Identify similarities and differences in sequences.
Perform sequences with contrasting actions.
Show strength and flexibility to shapes and actions being performed.
Remember and repeat sequences.
Adapt basic sequences to include some apparatus.
Develop body management over a range of floor exercises.
Comment on others gymnastics sequences describing what they did well.
Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle

Key vocab: star jump, tuck jump, pencil jump, forward roll, egg roll, log roll, backward roll, travelling, sequence

Music

Creating Compositions for an Animation

To tell a story from a piece of music through movement
To create a soundscape using percussion instruments
To create a range of sounds to accompany a story
To compose and perform a rhythm to accompany a story
To compose and notate a short melody to accompany a story

MFL

Animals (E)

"I can statements" assessment at the end of unit

Animals:

Les animaux, Un, Une, Un lion, Un oiseau, Un lapin, Un cheval, Un mouton, Un cochon, Un canard, Un singe, Une souris, Une vache, Je suis

· Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).

· *recall, retain and use vocabulary*

· *ask and answer questions.*

· Speak aloud familiar words or short phrases.

· *Speak clearly and confidently*

· Use correct pronunciation when speaking and start to see links between pronunciation and spelling.

· Be able to say "I am..." plus an animal

· Listen and respond to familiar spoken words, phrases and sentences

· *repeat words and phrases modelled by the teacher*

· *remember a sequence of spoken words*

· *use physical response, mime and gesture to convey meaning and show understanding.*

· Match sound to animal picture / word / phrase.

· Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.

· *understand words displayed in the classroom*

· *identify and read simple words*

· *read and understand simple messages.*

· Read aloud familiar words or short phrases.

· *read aloud a familiar sentence, rhyme or poem.*

· Recognise how sounds are represented in written form.

· *pronounce accurately the most commonly used characters, letters and letter strings*

· Match word to animal picture / word / phrase in English.

Cooking in the Curriculum

Chocolate and courgette cakes