



Year 3/4 Medium Term Plan – Stones and Bones



Term	Autumn 1	
Key text	Stig of the Dump by Clive King	
Key Vocabulary	Crust, decay, fossil, geologist, igneous, impermeable/permeable, inner core, mantle, metamorphic, microbe, mine, sedimentary, soil, Palaeolithic, Mesolithic, Neolithic, ancient, archaeologist, artefact, century, circa (.c.), civilisation, extinct, Neanderthal.	
Overarching objectives	<ul style="list-style-type: none"> - History – describe changes in Britain from the Stone Age to the Iron Age - Geography – understand the effect of landscape features on the development of a locality 	
Curriculum coverage and content		
Key Theme	Subjects covered within theme	Curriculum content covered within theme
How did the first people live? How do we know about them?	History	<ul style="list-style-type: none"> - Use sources of information in ways that go beyond simple observations to answer questions about the past. - Use a variety of sources to find out about aspects of the past. - Understand that sources can contradict each other. - Communicate their learning in an organised and structured way using appropriate terminology. - Use historic terms related to the period of study.
	Art and Design	<ul style="list-style-type: none"> - Use sketchbooks for recording observations for experimenting with techniques and planning our ideas (artefacts and cave paintings). - Experiment with different materials to create a range of effects and use these techniques in the completed piece of art work (Stonehenge collage).
	Design and Technology	<ul style="list-style-type: none"> - Safely measure, mark out, cut, assemble and join with some accuracy. - Investigate and analyse existing products and those they have made considering a wide range of factors. - Strengthen frames using diagonal struts. (Design and make a model of a Stone Age home).
	Geography	<ul style="list-style-type: none"> - Understand the effect of landscape features on the development of a locality (Skara Brae).

Why did they choose to settle in certain places?		<ul style="list-style-type: none"> - Describe how people have been affected by changes in the environment.
How were natural resources used?	History	<ul style="list-style-type: none"> - Place some historical periods in a chronological framework. - Use historic terms related to the period of study.
What are fossils and how are they made?	Science – Discrete	<ul style="list-style-type: none"> - Compare and group together different types of rocks on their appearance and simple physical properties. - Describe in simple terms how fossils are formed when things that have lived are trapped in a rock. - Recognize that soils are made from rocks and organic matter. - Set up simple practical enquiries, comparatives and fair tests. - Make systematic and careful observations.
Forces	Science – Discrete	<ul style="list-style-type: none"> - Compare how things move on different surfaces. - Notice that some forces need contact between two objects but magnetic forces can act over distance. - Observe how magnets attract or repel based on their magnetic poles. - Compare and group materials according to magnetic properties. - Describe magnets as having two poles. - Predict whether two magnets will attract or repel each other. - Set up simple practical enquiries, comparatives and fair tests. - Make systematic and careful observations. - Record findings using simple scientific language. - Report findings from enquiries.
How can you stay safe online?	Computing – Discrete	<ul style="list-style-type: none"> - Use technology safely and respectfully, keeping personal information private. - Use technology safely and recognise acceptable and unacceptable behaviour. - Use technology responsibly and understand that communication online may be seen by others. - Understand where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Year 3 – Our School Year 4 – All Around Town	French – Discrete	Year 3 Our School <ul style="list-style-type: none"> - Listen and respond to topic vocabulary.

		<ul style="list-style-type: none"> - Demonstrate understanding with actions. - Write sentences converting le/la to un/une. - Answer and ask questions using topic vocabulary. - From memory, begin to know if nouns from the topic are masculine or feminine. - Use a dictionary to develop topic vocabulary further. - Write a sentence with an adverbial phrase. <p>Year 4</p> <p>All around town</p> <ul style="list-style-type: none"> - Name some of the major cities of France; - Identify and say typical amenities to be found in French towns; - Say and order multiples of ten; - Ask and give a simple address in French; - Locate the correct part of a bilingual dictionary to translate from French-English or vice versa. <p>On the move</p> <ul style="list-style-type: none"> - Name some types of transport; - Use Je... and Tu... correctly in a simple sentence; - Respond to simple instructions for direction and movement; - Follow simple directions to find a place on a map.
	Music – Discrete	<ul style="list-style-type: none"> - Singing songs with multiple parts and confidence - Listen with direction to a range of high-quality music. - Play and perform with confidence.
What do different people believe about God?	RE – Discrete	<ul style="list-style-type: none"> - What do different people believe about God? - Identify beliefs about God that are held by Christians, Hindus and/or Muslims. - Retell and suggest the meanings of stories from sacred texts about people who encountered God. - Describe some of the ways in which Christians and Hindus describe God. - Ask questions and suggest some of their own responses to ideas about God. - Suggest why having a faith or belief in something can be hard. - Identify how and say why it makes a difference in people’s lives to believe in God. - Identify some similarities and differences between ideas about what God is like in different religions. - Discuss and present their own ideas about why there are many ideas about God and express

		<ul style="list-style-type: none"> - their own understanding of God through words, symbols and the arts.
	PE – Discrete	<ul style="list-style-type: none"> - Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] - Apply basic principles suitable for attacking and defending
<p>Year 3 – Britain</p> <p>Year 4 – VIPS and Safety First</p> <p>Values</p> <p>E – Teamwork</p> <p>G - Positivity</p>	PSHE - Discrete	<p>Year 3</p> <p>It's My Body</p> <ul style="list-style-type: none"> - Explain what happens if they don't sleep enough. - Discuss what happens to muscles when we exercise them. - Understand they can choose what happens to their body and know when a 'secret' should be shared. - Explain that too much sugar is bad for health. - Know the difference between medicine and harmful drugs and chemicals. - Explain how germs travel and spread disease. - List some of the effects of sleep deprivation. - Explain the effect of exercise on the heart. - Know how to get help for themselves or another in the case of serious problems. - Explain why eating a balanced diet is important. - Know how to check medicine instructions. - Know how to inhibit the spread of germs. - Describe how a bedtime routine improves the chance of a good night's sleep. - Explain why muscles tremble when fatigued. - Know the signs of serious problems. - Explain why eating a rainbow of food increases minerals and micronutrient intake. - Explain what different hazard signs mean. Explain the difference between bacterial and viral infections. <p>Year 3</p> <p>Britain</p> <ul style="list-style-type: none"> - Describe what it is like to live in Britain. - Talk about what democracy, rules and laws are and why these are important. - Talk about what liberty means. - Describe a diverse society. - Describe what being British means to them and others. - Identify rights of British people. - Show empathy for situations where people are not living in a democracy.

- Think about what society would be like without rules and laws.
- Explain in detail their own thoughts on human rights.
- Discuss why showing respect is important.
- Identify how respect of differing opinions and ideas to their own can be shown.

Year 4

VIPS

- Discuss how our attitudes impact new friendships being made;
- Create a plan for being an anonymous friend over the course of a week;
- Reflect on the different characters in the dares story and discuss the different outcomes for each character;
- Work together to create a role play about positive resolution techniques;
- Create a poster with ideas to help someone who is being bullied.

Safety First

- Discuss things they can do independently that they used to need help with;
- Describe what a dare is and identify situations involving peer pressure;
- Know when to seek help in risky or dangerous situations;
- Identify and discuss some school rules for staying safe and healthy;
- List some of the dangers we face when we use the road;
- Describe drugs, cigarettes and alcohol in basic terms;
- Identify which information they should never share online;
- Identify who they should tell if they see something online that worries, upsets or confuses them;
- Explain what it means to be kind and respectful online