



Year 3 Medium Term Plan – Stones and Bones



Term	Autumn 1 (6 weeks and 1 day)		
Key text	Stone Age Boy		
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, Neandert hal.		
Overarching objectives	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		
Topic curriculum coverage and content			
Lesson WALT	Subject covered within lesson	Curriculum content covered within lesson	What will this look like when it is achieved? Children will:
1. Use a variety of resources to find out what happened in the Stone Age	History	- Use a variety of resources to find out about aspects of life in the past.	- Know what the Stone Age is - Begin to have an idea of when the Stone Age occurred in time
2. Understand the chronology of the Stone Age	History	- Use an increasing range of common words and phrases relating to the passing of time.	- Know what chronology is - Have a better understanding of when the Stone Age occurred in time, based on their knowledge of other key events - Understand that there were three parts to the Stone Age and the order in which they came in
3. Understand where people lived in the Stone Age	History	- Describe changes in Britain from the Stone Age to the Iron Age including Palaeolithic, Mesolithic and Neolithic.	- Understand the differences in shelter between the three parts of the Stone Age

4. Recreate cave paintings	Art	<ul style="list-style-type: none"> - Experiment with different materials to create a range of effects and use these techniques in a completed piece of work. - 	<ul style="list-style-type: none"> - Understand that cave paintings were a means of communication as well as art - Use different techniques to create their own cave paintings
5. Design a Stone Age home	DT	<ul style="list-style-type: none"> - Create designs using annotated sketches and cross-sectional diagrams 	<ul style="list-style-type: none"> - Recap the differences in shelter between the three parts of the Stone Age - Design their own Stone Age home to be able to make it
6. Create a Stone Age home	DT	<ul style="list-style-type: none"> - Explore how to strengthen, stiffen and reinforce more complex structures. - Measure, mark out, cut, assemble and join with some accuracy. - Make suitable choices from a wider range of tools - 	<ul style="list-style-type: none"> - Create the own Stone Age Home
7. Make a moving part on our Stone Age home	DT	<ul style="list-style-type: none"> - Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. - 	<ul style="list-style-type: none"> - Add a moving part onto their Stone Age home
8. Understand the significance of Skara Brae	History	<ul style="list-style-type: none"> - They will also know about Stonehenge and Skara Brae. 	<ul style="list-style-type: none"> - Understand what Skara Brae is and the significance of it
9. Understand the impact of land and surroundings on a settlement	Geography	<ul style="list-style-type: none"> - Understand the effect of landscape features on the development of a locality - Skara Brae. - 	<ul style="list-style-type: none"> - Understand what Skara Brae is and the significance of it - Understand what a settlement is
10. Create a Skara Brae silhouette	Art	<ul style="list-style-type: none"> - Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. 	<ul style="list-style-type: none"> - Create a collage of Skara Brae using appropriate materials and techniques

using cool and warm colours		<ul style="list-style-type: none"> - Experiment with creating mood and feeling by selecting appropriate materials and learnt techniques. - Create a collage using overlapping and layering. 	
Discrete teaching			
Lesson WALT	Subject covered	Curriculum content covered within unit	What will this look like when it's achieved? Children will:
1. Compare different types of rocks	Science Rocks and Fossils	<ul style="list-style-type: none"> - Compare different kinds of rocks on the basis of their appearance and simple physical properties. 	<ul style="list-style-type: none"> - Be able to name various rocks - Be able to describe various rocks based on their appearance and simple properties
2. Group rocks based on their properties		<ul style="list-style-type: none"> - Group together different kinds of rocks on the basis of their appearance and simple physical properties. 	<ul style="list-style-type: none"> - Be able to group different rocks - Be able to identify various properties
3. Explain how fossils are formed		<ul style="list-style-type: none"> - Describe in simple terms how fossils are formed when things that have lived are trapped within rock. 	<ul style="list-style-type: none"> - Know what a fossil is and how it is formed
4. Understand who Mary Anning was and what she discovered (History)		<ul style="list-style-type: none"> - Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (recap from last lesson) - Use a variety of resources to find out about aspects of life in the past (history objective) 	<ul style="list-style-type: none"> - Describe what a fossil is - Understand the significant of Mary Anning
5. Recognise that soil is made from rocks and organic matter		<ul style="list-style-type: none"> - Recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> - Understand what soil is actually made from
1. Understand the effects that internet use has on our feelings and recognise unacceptable	Computing (also see computing scheme of work)	<ul style="list-style-type: none"> - Use technology safely and recognise acceptable and unacceptable behaviour. - Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> - Understand that not everything that they see online is real - Understand acceptable and unacceptable behaviour online - Know where to go and what to do if there are issues online

behaviour (Kapow 2)			
2. Understand the rules of social media platforms (Kapow 4)		<ul style="list-style-type: none"> - Use technology safely and recognise acceptable and - unacceptable behaviour. 	<ul style="list-style-type: none"> - Understand what social media is - Understand appropriate ages for social medias - Know how to behave appropriately online
3. Understand what a network is (Kapow 1)		<ul style="list-style-type: none"> - Understand that computer networks enable the sharing of data and information. 	<ul style="list-style-type: none"> - Know what a network is
4. Understand files and how information moves around a network			<ul style="list-style-type: none"> - Know what files are - Know how files can move around a network
5. Understand how the internet works and explain a website's journey			<ul style="list-style-type: none"> - Understand what the internet is - Understand what a website it
6. Understand the role of routers and packets			<ul style="list-style-type: none"> - Understand what a router is - Understand what a packet it
1. Listen and respond to classroom instructions	French All About Me		<ul style="list-style-type: none"> - Give and respond to simple classroom instructions appropriately. - Name parts of the body from a song. - Identify colours.

2. Show understanding of words in the context of body parts		<ul style="list-style-type: none"> - Name items of clothing. - Ask and answer questions using the topic vocabulary. - Read and write simple words. - Say that un/une relate to masculine & feminine nouns. - Use a dictionary to develop topic vocabulary further. 	<ul style="list-style-type: none"> - Read carefully and show a basic understanding of words by showing actions
3. Listen and show understanding of everyday actions			<ul style="list-style-type: none"> - Listen to spoken language - Show understanding by responding and participating
4. Develop accurate pronunciation and understand colours			<ul style="list-style-type: none"> - Develop accurate pronunciation and intonation
5. Learn new words for clothes including recognising feminine and masculine nouns			<ul style="list-style-type: none"> - Broaden their vocabulary - Develop their ability to understand new words - Have a basic understanding of masculine and feminine - Start to use a French dictionary
6. Learn new words for clothes and use simple conjunctions to link them in a sentence			<ul style="list-style-type: none"> - Broaden their vocabulary - Develop their ability to understand new words - Have a basic understanding of masculine and feminine - Start to use a French dictionary
1. Describe what it is like to live in Britain	PSHE Britain	<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. 	<ul style="list-style-type: none"> - Appreciate the range of national, regional, religious and ethnic identities in the UK

2. Talk about what democracy is and understand it's importance		<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Understand what human rights are - Understand what democracy is
3. Talk about what rules and laws are and identify why they help us		<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Know why and how rules and laws that protect them and others are made and enforced - Understand why different rules are needed in different situations
4. Talk about what liberty mean and identify rights of British people			<ul style="list-style-type: none"> - Understand that human rights are shared by people in many societies - Know that human rights are there for protection
5. Describe a diverse society and talk about why it is important			<ul style="list-style-type: none"> - Understand differences and similarities between people arise from a number of reasons - Appreciate differences
6. Explain what being British means to me and others			<ul style="list-style-type: none"> - Research, discuss and debate issues - Consider the lives of people living in other places and people with different values and customs
1. Explain who founded Judaism and where	RE Judaism	<ul style="list-style-type: none"> - Introduction to Judaism - Explain who founded Judaism and where 	<ul style="list-style-type: none"> - Know that Abraham founded Judaism and how - Understand that Jews believe there is only one god - Understand that Jews live by ten key rules called the Ten Commandments
2. Explain the main beliefs in Judaism		<ul style="list-style-type: none"> - Explain main beliefs in Judaism 	<ul style="list-style-type: none"> - Know the Holy place is called a Synagogue - Label and understand key objects in a synagogue

3. Explain which places are special to Jews		- Explain which places are special within Judaism	<ul style="list-style-type: none"> - Name key Jewish festivals - Know that the Holy book is called a Torah - Know what Hebrew is
4. Name the special Jewish festivals		- Name special Jewish festivals	
5. Explain what the Jewish Holy Book is and how it is used		<ul style="list-style-type: none"> - Explain what the Jewish Holy Book is called - Understand how the Holy Book is used 	
6. Name and explain the meanings of Jewish symbols		<ul style="list-style-type: none"> - Know some special Jewish symbols - Explain the meaning of these symbols 	
Lesson 1 WALT swimming (ongoing)	PE Unit – Swimming	<ul style="list-style-type: none"> - Enter and exit the pool safely - Move safely around the pool 	<ul style="list-style-type: none"> - Swim competently, confidently and proficiently over a distance of at least 25 metres. - Use a range of strokes effectively. - Perform safe self-rescue in different water-based situations.
Lesson 1 WALT develop a good running technique	PE Unit – Cross Country	<ul style="list-style-type: none"> - Begin to vary the pace of running - Keep a steady pace for a given time - Describe good running form - Build and increase stamina - Encourage team mates as they run - Compare own performance - Understand that I might breath more rapidly when I exercise - Understand that my heart beats faster when I exercise 	- Develop a strong running technique
Lesson 2 WALT begin to vary the pace of running and keep a steady pace			<ul style="list-style-type: none"> - Learn the importance of varying the pace when doing a long distance run
Lesson 3 WALT compare our own running performance			<ul style="list-style-type: none"> - Time the own performance - Compare their own performance - Improve their own performance

Lesson 4 WALT build and increase stamina to improve			<ul style="list-style-type: none"> - Work with a peer to support them in increasing stamina and technique
Lesson 5 WALT encourage team mates as we run our year appropriate distance (400m)			<ul style="list-style-type: none"> - Successfully run 400m - Try and beat our own time - Encourage team mates
Lesson 6 WALT understand why we breath more rapidly and our heart beats when exercising			<ul style="list-style-type: none"> - Understand the importance of getting our heart rate up when we exercise - Seeing what sort of exercise makes your heart increase and why
	Music		
	(see		
	scheme of		
	work)		