

**Year 3 Medium Term Plan – The Stone Age**

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| **Term**  | Autumn 1  |
| **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, civilisation, prehistoric, nomad, settlement |
| **Overarching objectives** | History – describe changes in Britain during the Stone 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. Understand what is meant by pre-history
 | History | * Develop a chronologically secure knowledge and understanding of British, local and world history. To know when the Stone Age fit in to history
 | * Know that pre-history means before records were written.
* Discuss how we find out about the past
* Begin to have an idea of when the Stone Age occurred in time
 |
| 1. find out how early humans survived
 | History | * Comparing our lives to that of people in the Stone Age
 | * Understand the phrase hunter-gatherer
* Discuss which animals and resources were assets or threats
 |
| 1. examine non-written sources of information
 |  | * Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.
 | * Children will identify a range of stone age tools and suggest their uses
 |
| 1. Understand where people lived in the Stone Age
 |  | * Describe changes in Britain during the Stone Age to the Iron Age including Palaeolithic, Mesolithic and Neolithic.
 | * Understand the differences in shelter between the earlier and later Stone Age
 |
| 1. Understand the significance of Skara Brae
 | History | * Describe changes in Britain in the Stone Age.
 | * Understand what Skara Brae is and the significance of it
 |
| 1. Understand the impact of land and surroundings on a settlement
 | Geography | * Understand the effect of landscape features on the development of a locality - Skara Brae.
 | * Understand what Skara Brae is and the significance of it
* Understand what a settlement is
 |
| **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**  | * Compare different kinds of rocks on the basis of their appearance and simple physical properties.
 | * Be able to name various rocks
* Be able to describe various rocks based on their appearance and simple properties
 |
| 1. Group rocks based on their properties
 | * Group together different kinds of rocks on the basis of their appearance and simple physical properties.
 | * Be able to group different rocks
* Be able to identify various properties
 |
| 1. Explain how fossils are formed
 | * Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
 | * Know what a fossil is and how it is formed
 |
| 1. Understand who Mary Anning was and what she discovered (History)
 | * 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)
 | * Describe what a fossil is
* Understand the significant of Mary Anning
 |
| 1. Recognise that soil is made from rocks and organic matter
 | * Recognise that soils are made from rocks and organic matter.
 | * Understand what soil is actually made from
 |
|  | Computing(see Kapow scheme of work) |  |  |
| 1. Greet people in different ways
 | French **Getting to know you**  | * Engage in conversations, ask and answer questions
* Introduce ourselves
* Greet someone in an appropriate way
* Choose between formal or informal greetings and goodbyes
* Listen attentively to spoken language and show understanding by joining in and responding
 | * Listen to spoken language
* Show understanding by responding
 |
| 1. Exchange names in French
 | * Read carefully and show a basic understanding of words by showing actions
 |
| 1. Discuss how you are feeling
 | * Listen to spoken language
* Show understanding by responding and participating
 |
| 1. Say goodbye in a variety of ways
 | * Develop accurate pronunciation and intonation
 |
| 1. Count to 10
 | * 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. Talk about age
 | * 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** | * 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.
 | * Appreciate the range of national, regional, religious and ethnic identities in the UK
 |
| 1. Talk about what democracy is and understand it’s importance
 | * Understand what human rights are
* Understand what democracy is
 |
| 1. Talk about what rules and laws are and identify why they help us
 | * 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
 |
| 1. Talk about what liberty mean and identify rights of British people
 | * Understand that human rights are shared by people in many societies
* Know that human rights are there for protection
 |
| 1. Describe a diverse society and talk about why it is important
 | * Understand differences and similarities between people arise from a number of reasons
* Appreciate differences
 |
| 1. Explain what being British means to me and others
 | * 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
 | REJudaism  | * Introduction to Judaism
* Explain who founded Judaism and where
 | * 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
* Know the Holy place is called a Synagogue
* Label and understand key objects in a synagogue
* Name key Jewish festivals
* Know that the Holy book is called a Torah
* Know what Hebrew is
 |
| 1. Explain the main beliefs in Judaism
 | * Explain main beliefs in Judaism
 |
| 1. Explain which places are special to Jews
 | * Explain which places are special within Judaism
 |
| 1. Name the special Jewish festivals
 | * Name special Jewish festivals
 |
| 1. Explain what the Jewish Holy Book Is and how it is used
 | * Explain what the Jewish Holy Book is called
* Understand how the Holy Book is used
 |
| 1. Name and explain the meanings of Jewish symbols
 | * Know some special Jewish symbols
* Explain the meaning of these symbols
 |
| Lesson 1 WALT swimming (ongoing) | PE Unit – Swimming | * Enter and exit the pool safely
* Move safely around the pool
 | * 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.
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|  | Music(see scheme of work) |  |  |