

**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 | RE  Judaism | * 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. |
|  | Music  (see scheme of work) |  |  |