

## **Year 3, Term 3**

### **Stone Age to Iron Age**

#### **Key Skills**

##### **Communication**

Communicate effectively by sharing ideas, offering advice, opinion and information

##### **Enquiry**

Identify information from various sources using a range of methods for collecting this.

##### **Evaluate**

Compare how lives in the past are different to lives now.

#### **Art—**

Using Stonehenge as inspiration: Experiment with the use of watercolours to produce different effects.

Understand the technique of colour washing.

Investigate cave paintings and understand the way in which they were produced.

Paint on stone to gain an authentic appreciation of how cave paintings were done.

#### **PSHCE—**

To recognise that everyone has skills and reasons to be proud.

Look at how we can value ourselves and friendships.

Develop ways of making amends.

Realising that actions have consequences.

#### **Numeracy—**

To understand place value and use this knowledge for multiplication and division.

To be able to do addition and subtraction using a range of strategies.

To understand fractions of shapes and numbers including adding fractions.

To measure using a range of instruments. To collect data and make graphs to show results.

#### **Literacy -**

Using books from our Topic theme, learn to: Write instructions using conjunctions (words that link sentences or themes).

Learn to retell a story using a technique called 'stepping through' and then retelling the tale.

Evaluating different forms of poetry.

Using speech in writing and using the correct punctuation.

Planning and writing a story based on the Topic theme.

Editing and improving work.

#### **Geography and History —**

Understanding what the term *prehistory* means.

To be able to place the Stone Age and Iron Age on a time line.

Investigate everyday life in prehistoric Britain including where people lived, what they ate and how they communicated.

Compare our lives with those of our Stone Age ancestors.

**Hook:**  
Looking at adventure stories and artefacts to explore the Stone Age.

**End Product:**  
Hill End trip.

#### **French—**

To expand conversational French:

Greet and respond to greetings in French.

To introduce yourself or someone else by name.

To ask how somebody is and respond to the same question.

The numbers 0—20 and how to tell someone how old you are.

Explain where you are from.

#### **PE—**

Gymnastics (Ms Ellmer's class)

To develop static balance skills.

To use apparatus safely.

To develop travelling skills both on the floor and apparatus.

To develop balancing and spinning skills on a variety of points on the floor and using apparatus.

To combine each of these elements into routines that are rehearsed and performed to an audience.

Swimming (Mr Stother's class)

To work towards the fish award outcomes.

#### **RE—**

Investigating the question: Are Jewish, Muslim and Hindu children free to choose how to live?

Developing an understanding of the similarities and differences in these religions compared with Christianity.

Developing questioning skills.  
Comparing different religions.

**Science—** Magnets and Springs  
Study the effects of magnets and springs.

Develop scientific investigation skills.

Develop scientific vocabulary.

#### **Music**

Continue African drumming.

#### **PE—**

To follow a map and work as a team.

To create a map using photos.

To design a trail for others to follow. To undergo a physical challenge in pairs with one person blindfolded.

To understand how to put a map