

MEDIUM TERM PLANNING



YEAR: 3

TERM: Autumn

TOPIC: Who lived here before us?

SUBJECT	NATIONAL CURRICULUM	STICKY KNOWLEDGE	SKILLS	EVIDENCE
History	Changes in Britain from the Stone age to the iron age.	<ul style="list-style-type: none"> -Know how Britain changed between the beginning of the stone age and the iron age (tools, homes, hunter gatherers to farmers). -Know the main differences between the Stone age, bronze and iron age. -Know what is meant by hunter gathers -Stone age started 3000 years ago when humans started to live in Europe. -Bronze Age was when they started using metal -The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming. -At the end of the Stone Age humans formed settled communities and domesticated plants and animals for the first time in history. -Know about Skara Brae, Stone Henge and The 7 Sisters (Hetton) which are all archeological sites dating back to the Stone Age providing evidence. 	<p>Vocabulary: Use words such as centuries, BC, AD, ancient, pre-history, ancient, chronological, archaeologist, artefacts, tribal, hunter gatherers, shelter, settlement, civilisation, prey.</p> <p>Use a timeline including the specific period of history to set out the order that things might have happened.</p> <p>Use sources of information that go beyond simple observation to answer questions about the past.</p> <p>Use photographs, museums, the internet and visits to collect information about the past.</p>	<p>Timeline – era’s of history (Stone age,</p> <p>Comparison tables – Stone Age, Bronze, Iron Age, with notes on tools/weapons, homes, food.</p> <p>Non- chronological report</p> <p>Analysis of artefact (photo in centre – observations / questions around the outside)</p> <p>‘Being an archaeologist activity’ poo</p>
Geography				
Art	Improve their mastery of art and design techniques through painting.	<p>Know how to use sketches to produce a final piece art (Stone Henge from photos, 7 Sisters)</p> <p>To know the difference between tone and texture and the impact of this on piece of art.</p>	<p>To draw objects from different viewpoints and angles.</p> <p>To use different grades of pencil to show different tones and textures</p> <p>To create a background by mixing colours to create a colour palette</p>	<p>Build up of sketches and experimentation of Stone Henge and the 7 sisters at different angles.</p> <p>Graded shading grid.</p> <p>Graded colour grid (pencil, paint)</p>

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				Finished piece -silhouette of Stone Henge against a colour palette background.
DT	Use research to inform design. Select materials according to their functional properties. Evaluate own ideas and products against their own design criteria.	To know the different styles of stone age jewellery and clothing. Know the kind of materials used and available to stone age people.	Generate and develop ideas through discussion, annotated sketches. Select from and use a wide range of tools and equipment to perform practical tasks,e.g. cutting, shaping, joining and finishing. Explain strengths and weaknesses of my product.	A build-up of research about design, materials used and the process of stone age jewellery Annotated sketches of their chosen design. Photograph and evaluation of finished product.
Science	<p>Rocks</p> <ul style="list-style-type: none"> • <i>Fossil formation</i> • <i>Compare and group rocks</i> • <i>Soil</i> <p>Animals including humans:</p> <ul style="list-style-type: none"> • <i>Skeleton and muscles</i> • <i>Nutrition</i> • <i>Exercise and health</i> <p>Work scientifically</p> <ul style="list-style-type: none"> • Use research to find out what the main differences between articles • Carry out a fair test and explain why it's fair. • Gather and record information in charts and tables. 	<ul style="list-style-type: none"> • Know how soil is made and how fossils are formed • Know about and explain the difference between sedimentary, metamorphic and igneous rock • Know about the importance of a nutritious, balanced diet • Know how nutrients, water and oxygen are transported within animals and humans • Know about the skeletal and muscular system of a human, key bones and position in the body. 	<p>Create groups for sorting</p> <p>Combine groups required for a purpose</p> <p>Use a science model to help describe and explain</p> <p>Use key topic scientific vocabulary</p> <p>Use frames to construct tables and bar charts</p>	<p>Rock identification around the environment, identifying natural and manmade</p> <p>Investigate types of rock and usefulness</p> <p>Explanation of rock types.</p> <p>Classify types of soil.</p> <p>Make models of muscles in action</p> <p>Complete diagrams of skeleton</p>
Music	Recognise work of a famous composer Recognise musical symbols Play clear notes on instruments. Sing a range of songs from memory.	Introduction to styles of music (RnB) Use correct musical vocabulary to describe, pitch tone, pace Listen and appreciate, giving response, identifying instruments used.	Play in ensemble contexts using voice, instruments with increasing accuracy, fluency and control. Listen with attention to detail	Photos and narrative in floor books
Computing	Internet safety Coding	Know how to keep passwords safe Know how and where to seek help if concerned.	Use technology safely and appropriately Use simple coding programmes effectively and solve problems.	

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		Design write and debug simple programs. Use appropriate vocabulary linked to coding		
French	Unit 1 –Greetings, names and family members Numbers 1-12 and ages			
PE				
RE	Christian symbols and beliefs Advent and the Christmas story			
RAISING ASPIRATIONS	Understand the role/job of the archaeologist – meeting real life			
ADDITIONAL READING	Stone Age Boy, Ugg Boy Genius, Diary of a Killer Cat			
ADDITIONAL WRITING				
EDUCATIONAL VISITS	Durham University – artefact investigation (handling real artefacts and models of artefacts)			