



YEAR THREE – Prehistoric Man – From the Stone Age to the Iron Age

This half-term we will be travelling back in time to discover how early man developed through technology and art. The children will become archeologists as they discover their own artefacts beneath the dig on the school grounds. The children will become experts using the clues they find, while looking closely at the artefacts. Our class timeline will help us understand changes from the Stone Age to the Iron Age and the concept of how much time has passed. To celebrate their learning, the children will become museum curators and museum guides to teach their own families what they have learnt along the way.

English				Mathematics
Text	SPAG Focus	Spelling focus	Writing focus	Specific
Stone Age Boy by Satoshi Kitamura 'I was born in The Stone Age' by Michael Rosen The Boy with the Bronze Axe – Kathleen Fidler	Revision of Year 2 punctuation and grammar Use inverted commas to begin to punctuate speech Start to understand paragraphs through using sub-headings Extend the range of conjunctions, including when, if, because and although Use conjunctions, adverbs and prepositions of time, place and cause	Revise previous prefixes and suffixes Revise apostrophe for contraction Learn words from Year 3 and 4 statutory word lists and personal spelling lists Different graphemes for the sound 'ay' – ei, eigh, aigh, ey Homophones	<ul style="list-style-type: none"> Explanation writing Diary recounts Description Dialogue between characters 	Place value – understanding the value of digits in three-digit numbers; using practical equipment to represent numbers Compare and order numbers up to 1000 Read and write numbers in numerals and in words to 1000 Find 10 or 100 more or less Count in multiples of 4, 8, 50 and 100 Solve number and practical problems Add and subtract numbers mentally, including hundreds, tens and ones Use column addition and subtraction Estimating answers to calculations with strategies to check our calculations
Topic objectives (Focus Subjects)				Activities to meet objectives

<p>History focus: To understand the changes in Britain from the Stone Age to the Iron Age To develop chronological knowledge To note connections, contrasts and trends over time To develop historical vocabulary To ask and answer historical questions about change, cause, similarity, difference and significance To explore a range of primary and secondary sources</p>	<p>The children will experience an 'archaeological dig' within the grounds of the school. They will discover some 'ancient' artefacts and use these to help them think about what life might have been like in the Stone-Age.</p> <p>The children will create their own personal timeline in order to comprehend the scale of the class giant timeline.</p> <p>The children will follow the timeline in lessons to discover how early humans progressed from the early Stone Age to the Iron Age.</p> <p>The children will consider what life was like and observe similarities and differences between the periods of the Stone Age, the Bronze Age and the Iron Age. They will look at significant turning points in technology between the different periods and what causes changes in ways of life.</p>
<p>Art focus: To use drawing to develop and share ideas and imagination To explore drawing techniques including the use of colour, line, shape, form and space To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work To improve sculpting techniques using Modroc To develop painting techniques (sponging) and creating texture To learn about artists, architects and designers in history and to know about the cultural development of their art forms To evaluate and analyse creative works using the language of art, craft and design</p>	<p>The children will be learning about art in the Stone Age. They will create cave paintings, sketch artefacts, and use clay to sculpt 'bone' and 'teeth' beads for jewellery.</p> <p>After learning about art in the Bronze and Iron Ages, the children will make Bronze Age Beaker pots and make 'Iron Age' shields in groups for their 'tribe'.</p>
<p>Computing: Digital well-being – staying safe online and in the digital world Text and graphics – creating posters linked to the Stone Age Topic</p>	<p>Music: Unit – 'Let your Spirit Fly'</p>
<p>PSCHE: Unit – 'Being Me in My World' Getting to know each other, rights and responsibilities, understanding actions effect self and others.</p>	<p>PE: Dance – The Pied Piper of Hamelin/Stone Age Gymnastics Outdoor games – refining throwing and catching skills and implementing these in team games</p>
<p>Science: recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that shadows are formed when a light source is blocked by a solid object find patterns in the way that the size of shadows change recognise that light from the Sun can be dangerous and that there are ways to protect our eyes Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>	
<p>How can you help?</p> <ul style="list-style-type: none"> • Practise adding and subtracting mentally using quick-fire questions of numbers up to 100 • Doubling and halving one and two digit numbers • Counting in 3s, 4s and 8s • Noticing maths all around us – e.g. reading the time, using money, weighing ingredients. • Practise weekly spellings and recapping previous week's patterns • Reading daily and asking questions to support understanding • Encouraging purposeful writing in everyday life • Researching The Stone to Iron Age topic using books from the library or supervised use of the Internet. • You may even wish to visit a local historical site such as the Iron Age hillforts at Badbury Rings or Maiden Castle in Dorchester. 	