



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 artifacts beneath the dig on the school grounds. The children will become experts using the clues they find, while looking closely at the artifacts. 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 |
| <p>Stone Age Boy by Satoshi Kitamura</p> <p>The Secret Cave – Discovering Lascaux by Emily Arnold McCully</p> <p>Stone Age, Bone Age – Mick Manning & Brita Granstrom</p> | <p>Different types of sentences such as commands, exclamations and questions</p> <p>Consistent and accurate use of past and present tense</p> <p>Extending sentences to add more detail using subordinate conjunctions such as: because, if, that, when, although</p> <p>Begin to use ‘a’ and ‘an’ correctly</p> | <p>Revision of Year 2 spelling rules and Year 2 common exception words</p> | <ul style="list-style-type: none"> • Explanation writing • Diary writing • Recounts • Description • Narrative | <p>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</p> <p>Add and subtract numbers mentally, including hundreds, tens and ones</p> <p>Use column addition and subtraction</p> <p>Estimating answers to calculations with strategies to check our calculations</p> |
| 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’ artifacts 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>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 artifacts, creating a Stonehenge image using a medium of their choice.</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: Singing expressively and using tuned and untuned instruments</p> |
| <p>PSCHE: We will consider the UN Convention of the Rights of the Child and appreciate that everyone has a responsibility to help support them.</p> | <p>PE: Gymnastics – expert coaching from our specialised gymnastic coach Outdoor games – refining throwing and catching skills and implementing these in team games</p> |
| <p>Science: Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identify differences, similarities or changes related to simple scientific ideas and processes. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</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 20 • Doubling and halving one to two digit numbers • Counting in 3s and 4s • 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 using the VIPERS skills to support understanding • Encouraging purposeful writing in everyday life • Researching The Stone 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. | |

