







Topic Overview: SMSC/PSHE/British Values: Achieve

In this topic the children will explore their understanding of **achievements**. They will become historians who conduct an enquiry - **How did life change during the Stone Age?** They will formulate their own questions and use evidence and artefacts to gather information and make their own conclusions about the changes that took place over the period. This will require a secure understanding of chronology (making their own timelines) and what **pre-history** is. In addition, the children will become experts in the three 'ithics' periods and present their findings in a variety of ways, including through their art work where they explore cave paintings. They will describe in detail the characteristic features of the period, making references to tools, burials, shelters and settlements and art. Through research they will be able to highlight the **achievements** of each period. Through our scientific studies they will journey back even further in time and consider - **what the Earth is made of**. They will explore the various layers that lie beneath their feet, classifying and examining in detail a range of rocks and soils.

Lead subjects:

English

Year 3 Learning Journey - Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	  				 	
	Stone Age Non-fiction			Historical Fiction	Rock and soils Non-fiction	
Writing	Non-chronological report Text driver:  Purpose: To inform Audience: 8 - 9 year olds Form: Non-Chronological report (two paragraphs) Paragraphs: links are made within paragraphs.			Writing to inform Text driver: Street Beneath My Feet Audience: 8 - 9 Year olds Form: Concertina book Voice: Friendly, fun expert (knowledgeable yet informal)		

History/Geography

Changes in Britain from the Stone Age to the Iron Age

Children act as historians as part of an historical enquiry. They identify what they already know and what they would like to find out about the Stone Age. They deepen their understanding of chronology by thinking about their understanding of time first linked to their own lives, before extending it to think about pre-history as well as other periods of history they have studied.

Children will explore what life was like and how it changed over the Stone Age. Identifying the key characteristics of each of the three keys periods; Palaeolithic, Mesolithic and Neolithic.

MFL: Food Glorious food

PSHE: Keeping Safe

Science: Rock and Soils

Substantive Knowledge

A rock is a solid material made up of minerals forming part of the surface of the Earth

Rocks are exposed on the surface at cliffs, hills and mountains but are also under the surface.

Some rocks, called ores contain metals

Some rocks are made of grains squashed together and can contain the remains of long-dead organisms, called fossils. This type of rock is called sedimentary rock, an example would be limestone, sandstone or mudstone

Some rocks are made of crystals that are locked tightly together. These are called igneous and metamorphic rocks; an example of igneous rock is granite, and an example of metamorphic rock is slate

These three types of rocks all have different properties to each other, including porosity, hardness, reaction to chemicals
The properties of the rock depend on how the rock was formed, e.g. Some igneous rocks form from lava from volcanoes and cool very quickly leading to very small crystals
Soil is made up of small broken-down pieces of rock.

Soil contains a range of different size rock pieces, e.g., sand grains or stones.
Soil also contains humus (rotted plant material)
Soil made of very fine rock is called silt or clay.

Non-lead subjects:

Computing: We are Presenters

Digital literacy: The children will become reporters, presenting on the discovery of a new species of Stone Age animal.

RE: CHRISTIANITY

Theme: Jesus, his teachings and his message

Key Concept: Messages

Enquiry: How do we learn and convey messages in life?

Music:

Latin dance (Classroom percussion)

Objectives:

- Compose a 4-beat rhythm pattern to play during instrumental sections.
- Working in small groups, sing a call-and-response song with an invented drone accompaniment.
- Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.
- Play a one-note part contributing to the chords accompanying the verses.
- Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.

PE:

Art:

Cave paintings

Artist: Giacometti

Sculpture