


<p><b>Topic Name – Stone Age to Iron Age</b>  <b>Disposition Developing Contemplation:</b> Being Curious and Valuing Knowledge.</p> 	<p><b>Year Group - Year 3 Autumn 2</b>  <b>Topic Purpose Question:</b> What were the changes in Britain from the Stone Age to the Iron Age?</p>	<p><b>Curriculum Coverage: History</b>  <b>Topic Purpose –</b> Develop a chronological secure knowledge and understanding of British History where a clear narrative of periods of time are studied. They should note connections, contrast and trends over time and develop an appropriate use of historical terms.</p>	<p><b>Class Novel: The Iron Man</b>  <b>Purpose-</b> Modern classic tale which looks at technology and the future as well as moral justice.</p>
<p><b>Links to previous topics.</b>  Year 2 - Explorers  <b>Links to future topics.</b>  Year 3 – The Romans  Year 4 – Anglo- Saxons.  Year 4 – Vikings</p>	<p><b>History</b>  Changes in Britain for the Stone Age to the Iron Age.</p> <ol style="list-style-type: none"> <li>1. Was Stone Age man simply a hunter and gatherer, concerned only with survival?</li> <li>2. How different was life in the Stone Age when man started to farm?</li> <li>3. What can we learn about life in the Stone Age from a study of Skara Brae?</li> <li>4. How much did life really change during the Iron Age and how can we possibly know?</li> </ol> <p><b>Geography</b>  <b>Human Geography</b>  Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  <b>Activity: Skara Brae</b> prehistoric village – locate, size, position.  <b>Key Vocabulary:</b> Stone Age Monuments, long barrows, cursus monuments, standing stones, stone circles.  <b>Purpose Question:</b> Why was Skara Brae the chosen site?</p>		
<p><b>Engage Stage/Memorable Experience</b>  <b>Portals from the past –</b> Stone Age to Iron Age</p>	<p><b>Science:</b>  <b>Plants.</b>  Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.  Explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal.  <b>Activities around working scientifically:</b>  - comparing the effect of different factors on plant growth for example the amount of light, the amount of fertilise  - discovering how seeds are formed by observing the different stages of the plant life cycle over a period of time  - looking for patterns in the structure of fruits that relate to how seeds are dispersed.</p>		
<p><b>PSHE</b>  <b>Celebrating Differences</b>  Families  Witness and Feelings/Solutions  Celebrating Difference: compliments  Anti-Bullying Week  Parliament Week – School Council</p>	<p><b>DT</b>  <b>Mechanism Systems –</b> Christmas Card – Levers and Linkages – see the planning.  <b>Mechanism System Skills –</b> making a greetings card with levers and linkages to send to their family  Key Vocabulary: mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating user, purpose, function prototype, design criteria, innovative, appealing, design brief.</p>		
<p><b>PE</b>  <b>Games – Football (Coach Led)</b></p> <ul style="list-style-type: none"> <li>- To use the inside of the foot to pass the ball.</li> <li>- To trap a ball which is moving along the ground with control.</li> <li>- To pass the ball accurately into space over a short distance.</li> <li>- To identify and move into space to receive a ball.</li> <li>- To use the outside of the foot to receive the ball and dribble.</li> <li>- To cushion the ball when receiving.</li> </ul> <p><b>Gymnastics – (Teacher Led)</b>  Unit 1 to cover:</p> <ul style="list-style-type: none"> <li>- To show a full extension during the balance.</li> <li>- To move in and out of contrasting shapes with fluency.</li> <li>- To perform a sequence using different types of rolls.</li> <li>- To perform powerful jumps from low apparatus.</li> <li>- To perform in unison with a partner.</li> <li>- To produce a group performance using contrasting actions.</li> </ul>	<p><b>Oracy</b>  <b>Instigate - Starts the discussion or moves it onto a new point.</b></p> <ul style="list-style-type: none"> <li>• I think we should consider...</li> <li>• I believe...</li> <li>• I would like to start by saying...</li> </ul> <p><b>Build - Adds to or builds on an idea.</b></p> <ul style="list-style-type: none"> <li>• I agree and would like to add...</li> <li>• Building onto what ___ said...</li> </ul> <p><b>Challenge – Give reason/s to disagree or present an alternative argument.</b></p> <ul style="list-style-type: none"> <li>• Respectfully, I disagree with.... because....</li> <li>• To challenge you, I think....</li> <li>• On the other hand, ....</li> </ul>	<p><b>RE.</b>  <b>Theme:</b> Christmas  <b>Key Question:</b> Has Christmas lost its true meaning?  <b>Religion:</b> Christianity  <b>Disposition:</b> Remembering roots</p> <p><b>Music</b>  <b>Taught through Junior Jam</b>  Steel Pans  Level 1</p> <p><b>MFL - Spanish</b>  <b>See planning on Language Angels.</b>  I am learning Spanish.</p>	<p><b>Computing</b>  <b>Creating media – Stop-frame animation</b>  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report.</p> <p>To set up the work area with an awareness of what will be captured  To plan an animation using a storyboard  To capture an image  To use the onion skinning tool to review subject position  To move a subject between captures  To review a captured sequence of frames as an animation  To remove frames to improve an animation  To add media to enhance an animation  To review a completed project</p> <p>Key Vocabulary: Animation, flip book, stop-frame animation, frame, sequence, image, photograph, onion skinning, consistency, evaluation, delete, media, import, transition.</p> 