

Year 3

Term	The Stone Age to the Iron Age (History)	Home or Away- From the Sea to the City	Cornwall- Mining Bals, Kerreks and Cousin Jacks
Overview	<p>This topic will show similarities and differences between the Stone Age and the Iron Age. It will focus on what humans need to survive in the stone age and the Iron age. We will also consider different types of weapons and what they were made from as well as everyday life at this time.</p> <p>The children will find out about different Iron Age tribes, how they compared and how the communities grew. There will be DT/Art projects focussing on jewellery, houses, cave paintings(different techniques used) from the Stone Age.</p> <p>A key English focus will be around diary writing, instructions (How to wash a woolly mammoth) and the fiction text, Stone Age Boy.</p>	<p>This topic will focus on a comparison with the local coastal town of St Ives with the city of London. Geographical skills will be the main focus of this unit particularly in comparing a city with a more rural location in the UK.</p> <p>However, an artist study (Michael Foreman) will provide a vehicle for developing appreciation of a local artist as well as developing watercolour skills.</p> <p>Strong links will also be made with English in the form of letter-writing to other children in the given locations. There will also be links to fiction texts: Grandfather’s Pencil, Dolphin Boy, Gangsta Granny , Paddington and the BFG.</p> <p>The topic will culminate in a DT project involving the building of bridges and there will be links with Science and Maths in this context.</p>	<p>Having a sharp history focus, this topic will give the children knowledge of their local heritage in terms of life working in and around the tin mines of Cornwall. It will also give an insight into the Victorian age in general.</p> <p>A trip to Geevor tin mine will enable the children to have a memorable experience in relation to the areas of learning as well as forming a basis for much of our work.</p> <p>The aspect of the topic relating to food and pasties in particular will enable the children consider where our food originates from in the modern day so building their geographical skills. Making pasties will give the opportunity to develop food technology skills.</p> <p>English links with The Iron Man and stories relating to the ‘tommy knockers’ will be made and used within the topic.</p>
Prior Learning to support Long term memory	Time lines in history. Comparisons and similarities.	Countries of the UK: in relation to British Values	Geography of Cornwall in previous topic.
Topic Question	The Stone Age to the Iron Age Which Age would you have rather lived in?	From the Sea to the City Where would you rather live?	What was it like to live as a mine worker in Victorian times?
Topic Launch	To dress up as a Stone Age person – Male or female. Make clay house?	Michael Foreman: Grandfather’s Pencil Book: Learning How to use watercolour to make a copy of an illustration.	Dress up as a miner day: make a helmet

Topic Celebration	Displayed artwork of cave paintings. Clay houses and jewellery made which is worn by Stone Age/Iron Age.	Traditional Tea Party St Ives v London Watercolour Gallery	Pasty party
Religious Education Question	Were cavemen in the Bible? What does the Bible say about cavemen or the Stone Age?	Who is the patron saint of St Ives? How do people celebrate in St Ives and London?	Why is prayer important to people?
Memory Facts to retain (Long term memory)	Stone Age and Iron Age timeline. Cave paintings. Clothing, weapons worn by Stone age and Iron age.	Countries of the UK Counties of the south of England Types of Settlement Principles of watercolour	
Class Novel	Stone Age boy. UG How to wash a Woolly mammoth – instructions.	Grandfather’s Pencil, Dolphin Boy, Gangsta Granny and the BFG.	The Iron Man The Giant’s Necklace The Man Engine remembers Tommy Knockers
English Text Types	Diary – The day in the life of Warning Story.	Letter- writing (to penpal) Poetry (Magic Box –free verse) Story (Paddington’s Quest for the Queen)	Diary - Instructions: machines poem Instruction – How to trap a Recipe for pasty Story- conquering the monster/rags to riches
STEAM opportunities	Cave Paintings Clay: Iron Age House Textiles: Felt-making	Watercolour painting Design and make a bridge	Pasty making and packaging Silhouettes
Trip	Truro Museum to explore artefacts about Stone age and Iron Age or Chysauster Iron Age Village	St Ives Visit: School, lifeboat, church	Geevor, King Edward Mine, Heartlands, Camborne School, Visit from a miner
Outdoor Learning Opportunities	Visit to Carn Brea Hill to see the stone circles. Rocks and Soils in our school grounds	Walk around St Ives and up to the top of the island Scavenger hunt on the beach	Geevor Mine Visit
National Curriculum Coverage			
Skills/Knowledge Components			
History	NC Objectives: <ul style="list-style-type: none"> Order events over a larger timescale.. Language specific to topic (e.g. mummified) Children pose own questions to gain an understanding of the topic. 	NC Objectives:	<ul style="list-style-type: none"> Distinguishing between fact and opinions and given reasons. Language specific to topic (e.g. mummified) Children pose own questions to gain an understanding of the topic.

	<ul style="list-style-type: none"> • Question why something happened and how it impacted people. • Distinguishing between fact and opinions and give reasons. 		Question why something happened and how it impacted people.
Vocabulary	Stone age: Neolithic, mammoth, tools, Skara Brae, weapons, cave paintings Iron age: swords, daggers, arrow heads, hillfort, roundhouse, celts, armour, shields, farming.	county country London St Ives village coastal map city town Cornwall atlas Camborne United Kingdom settlement urban England environment population	mine mining Cornwall tin underground heritage century Cornish engine house silhouette working conditions Richard Trevithick pasty metal aerial photograph origin bal maiden
Geography		<u>NC Objectives:</u> <ul style="list-style-type: none"> • Locate on a map- Human and physical characteristics of the UK. • Name and locate counties and cities of the UK. • Study geographical similarities and differences between regions in the UK. • Know different types of settlement. • Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of the UK. • Use four points of a compass. • 	<ul style="list-style-type: none"> • Know where food comes from (trade routes). • Use aerial photographs. Use fieldwork to support studies.
Vocabulary	Stone age: Neolithic, mammoth, tools, Skara Brae, weapons, cave paintings Iron age: swords, daggers, arrow heads, hillfort, roundhouse, celts, armour, shields, farming.	Locate, maps, atlas, British Isles, Great Britain, capital city, England, Wales, Scotland, Northern Ireland, community, landscape, identity, accent, dialect, multicultural, environment, population.	
Science	Rocks Animals and Humans – habitats, how were they adapted. What happened to them when the climate changed?	Light Forces	Plants Environment
RE	Christianity: Creation	Christianity: What is the Holy Trinity?	Christianity: The Kingdom of God

	Judaism: Passover	Salvation, Easter	Judaism: The Land and the People
Music	<p>NC Objectives</p> <ul style="list-style-type: none"> • Sing songs from memory with accurate pitch and in tune. • Show control in voice and pronounce the words in a song clearly (diction). • Maintain a simple part within an ensemble. • Play notes on instruments clearly and including steps/ leaps in pitch. • Improvise (including call and response) . • Compose and perform simple melodies (limited notes). • Use sound to create abstract effects (including using ICT). • Create/ improvise repeated patterns (ostinato) with a range of instruments. • Effectively choose, order, combine and control sounds (texture/ structure). • Know the difference between pulse and rhythm. • Internalise the pulse in music. • Start to use musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure. • Use these words when analysing music/performances. • Use musical dimensions together to compose music. • Introduce simple notation (crotchet, quaver). • Play with a sound-then-symbol approach. • Use silence for effect and know symbol for a rest. <p>Describe different purposes of music in history/ other cultures.</p>		
	<p>Unit: Let Your Spirit Fly Style: R&B, Western Classical, Musicals, Motown, Soul Unit: Glockenspiel Stage 1 Style: Learning basic instrumental skills by playing tunes in varying styles</p>	<p>Unit: Three Little Birds Style: Reggae Unit: The Dragon Song Style: A little bit funky and music from around the world.</p>	<p>Unit: Bringing Us Together Style: Disco Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 3</p>
Art and Design	<p>NC Objectives</p> <ul style="list-style-type: none"> • Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools. • Different pencils for different purpose and effects. 	<p>NC Objectives</p> <ul style="list-style-type: none"> • Respond to the work of others and say how it makes them feel or think and give reasons as to why. • Begin to use a sketchbook for practice and to show development of their own ideas and to explore technique and composition. 	<p>NC Objectives</p> <ul style="list-style-type: none"> • Decoration techniques such as embossing, engraving and imprinting.

	<ul style="list-style-type: none"> Combine materials and give reasons for choices. Manipulating clay using fingers and tools. 	<ul style="list-style-type: none"> Draw outlines with reference to size and shape. Begin to research great artists and designers through time. Begin to include elements of other artists work in their own. Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own. 	
		<p>To create their own watercolour landscape.</p> <ul style="list-style-type: none"> investigate paintbrushes and brush strokes made name the primary colours understand the functions of a colour wheel learn the paint colour names, compare shades and how to handle watercolour pallet explore how to paint a picture in watercolour explore how to change the tone in colour without using white to make it lighter learn to mix colours to create an another colour use watercolour paints to paint a wonder of the world/famous landscape in the style of _____ 	
Design and Technology	<p><u>NC Objectives</u></p> <ul style="list-style-type: none"> Design an appealing and functional product with a clear purpose and use for themselves and others. Sketch and label diagrams of their design ideas. Discuss their ideas and explain the purpose, choice of materials, any necessary changes and how it will be made. 	<p><u>NC Objectives</u></p> <ul style="list-style-type: none"> Design an appealing and functional product with a clear purpose and use for themselves and others. Sketch and label diagrams of their design ideas. Discuss their ideas and explain the purpose, choice of materials, any necessary changes and how it will be made. Explain what they are making, why they are making it and what they will need to use. 	<p><u>NC Objectives</u></p> <ul style="list-style-type: none"> Design an appealing and functional product with a clear purpose and use for themselves and others. Sketch and label diagrams of their design ideas. Discuss their ideas and explain the purpose, choice of materials, any necessary changes and how it will be made.

	<ul style="list-style-type: none"> • Explain what they are making, why they are making it and what they will need to use. • Select and name appropriate tools and equipment needed from a suggested range • Know and choose which equipment is used for cutting, shaping joining and finishing from a suggested range. • Suggest ways of improving their own and others' work. 	<ul style="list-style-type: none"> • Select and name appropriate tools and equipment needed from a suggested range • Know and choose which equipment is used for cutting, shaping joining and finishing from a suggested range. • Suggest ways of improving their own and others' work. • 	<ul style="list-style-type: none"> • Explain what they are making, why they are making it and what they will need to use. • Select and name appropriate tools and equipment needed from a suggested range • Know and choose which equipment is used for cutting, shaping joining and finishing from a suggested range. • Suggest ways of improving their own and others' work. • Understand what a healthy, varied and balanced diet is. • Choose, prepare and cook dishes using some cooking techniques. •
	<u>Sculpting with clay</u>	<u>Build a Bridge</u>	<u>Cornish Pasty</u>
MFL (Spanish)	<ul style="list-style-type: none"> • Participate in short exchange • Auditory discrimination un/une • Listen to and follow simple commands • Recognise a question, understand and respond • Perform simple communicative task • Perform actions to a French song • Listen and respond to a nursery rhyme and extended text • Recognise some familiar words in written form • Notice spelling of words • Join in reading a story • Match sound to written word • Make links between sounds and spellings • Experiment with writing • Copy correctly • Identify social conventions at home and in other cultures 		
	Language Angels Scheme of Work	Language Angels Scheme of Work	Language Angels Scheme of Work
Computing	Getting Started with Google Classroom	Scratch Coding 1- Rock Band	Scratch Coding 2- Lost In Space
	Learn to type and use a mouse	Computer Art	Scratch Coding 3- Ghostbusters

PSHCE	The World of Work Spending and Saving Money	Physical Activity Everyday Drugs	Expressing Feelings Strategies to support wellbeing
	Road Safety Teamwork Skills	The internet and everyday life Turn off Let's play Everyday feelings	Sun Safety
PE	Outdoor: Basketball Indoor: Gymnastic	Outdoor: Multi-skills Indoor: Dance	Outdoor: Athletics Indoor: Ball Skills Mining Hakka
	Outdoor: Football Indoor: Health and Fitness	Outdoor: Netball Indoor: Tennis	Outdoor: Rounders Indoor: OAA Teambuilding