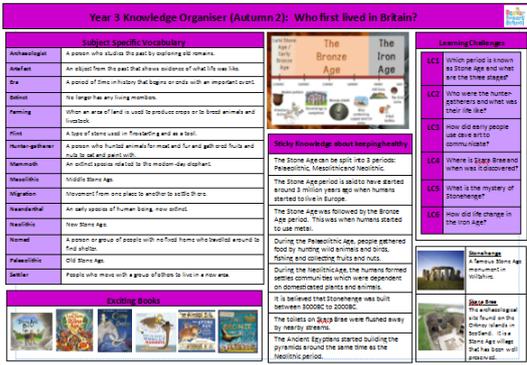


Medium Term Planning Format		
Cohort	Year 3	
Enquiry Question (QUESTIONING)	Who first lived in Britain?	
Enquiry Driver	History	
Enquiry Enhancer	Art	
Main Enquiry Theme	Stone Age	
National Curriculum Objective	<p>History</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. <p>Art and Design</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. 	
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> Can I use dates and historical terms to describe events? Can I use a timeline within a specific time in history to set out the order things may have happened? (Palaeolithic, Mesolithic, Neolithic) Can I explain how Britain changed between the beginning of the Stone Age and the Iron Age? Can I talk about the main differences between the Stone, Bronze and Iron Age? Can I explain what is meant by ‘hunter-gatherers’? Can I explain how events from the past have helped shape our lives today? 	
Key Knowledge and Skills (enhancer)	<ul style="list-style-type: none"> Can I sketch lightly and begin to use shading to show light and shadow? Can I create a background using a wash? Can I use a range of brushes to create different effects in painting? <p><i>(Children will explore cave paintings and create their own artwork in this style)</i></p>	
Main Text	<ul style="list-style-type: none"> Stone Age Boy by Satoshi Kitamura Cave Baby by Julia Donaldson How to wash a woolly mammoth by Michelle Robinson The Stone Age: Hunters, Gatherers and Woolly Mammoths by Marcia Williams Usborne: Look Inside the Stone Age Stone, Bronze and Iron Ages (Explore!) By Sonya Newland 	

<p>Main Writing Genre</p>	<p>Diary</p> <p>Fact files</p>	<p>Children will produce diaries in character role, linked to the text 'Stone Age Boy'</p>  <p>Children will research information and produce fact files about hunter-gathers and their way of life and/or woolly mammoths.</p>												
<p>Enquiry Hook (Questioning) [Experiences/experts]</p>	<p>Visit from Adrian Worrell- Stone Age immersion day.</p>													
<p>Subsidiary Enquiries</p>	<table border="1" data-bbox="491 663 1369 994"> <tr> <td>LC1</td> <td>Which period is known as Stone Age and what are the three stages?</td> </tr> <tr> <td>LC2</td> <td>Who were the hunter-gatherers and what was their life like?</td> </tr> <tr> <td>LC3</td> <td>How did early people use cave art to communicate?</td> </tr> <tr> <td>LC4</td> <td>Where is Skara Brae and when was it discovered?</td> </tr> <tr> <td>LC5</td> <td>What is the mystery of Stonehenge?</td> </tr> <tr> <td>LC6</td> <td>How did life change in the Iron Age?</td> </tr> </table>		LC1	Which period is known as Stone Age and what are the three stages?	LC2	Who were the hunter-gatherers and what was their life like?	LC3	How did early people use cave art to communicate?	LC4	Where is Skara Brae and when was it discovered?	LC5	What is the mystery of Stonehenge?	LC6	How did life change in the Iron Age?
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<p>Reflection of Learning (SHARING)</p>	<p>The children will put together an art gallery to share their cave paintings.</p>													
<p>Potential Sticky Knowledge</p>	<ul style="list-style-type: none"> • The Stone Age can be split into 3 periods: Palaeolithic, Mesolithic and Neolithic. • The Stone Age period is said to have started around 3 million years ago when humans started to live in Europe. • The Stone Age was followed by the Bronze Age period. This was when humans started to use metal. • During the Palaeolithic Age, people gathered food by hunting wild animals and birds, fishing and collecting fruits and nuts. • During the Neolithic Age, the humans formed settles communities which were dependent on domesticated plants and animals. • It is believed that Stonehenge was built between 3000BC to 2000BC. • The toilets on Skara Brae were flushed away by nearby streams. • The Ancient Egyptians started building the pyramids around the same time as the Neolithic period. 													
<p>Knowledge Mat</p>														

Other curriculum areas which are to be taught discretely:	
Religious Education	<p><u>How do Christians celebrate Christmas around the world?</u></p> <ul style="list-style-type: none"> • Can I identify and explain the core beliefs of Christmas based on Bible texts? • Can I describe examples of ways in which people use texts/ sources of wisdom to make sense of Christmas festivities? • Can I give varied meanings for the Christmas Bible stories? • Can I make clear connections between what Christian people believe about Jesus and how they remember and celebrate his birth? • Can I consider and weigh up how ideas about Christmas studied in this unit relate to my own experiences of 'big days' that come round once per year? • Can I express an insight of my own value of the celebrations?
PSHCE	<p><u>Looking after me, Understanding others, Understanding me and understanding groups</u></p> <ul style="list-style-type: none"> • Who can help me be safe? • What is restorative justice? • What are my rights and responsibilities? • What happens if I break a rule? <p><i>(see Talking Points curriculum for the full programme breakdown)</i></p>
Music	<p><i>See the Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 2- Glockenspiel Stage 1</p>
Physical Education	<p><u>Gymnastic activities</u></p> <ul style="list-style-type: none"> • Can I start to use my own ideas for movement in response to a task? • Can I identify and perform sequences of contrasting actions? • Can I begin to evaluate my own and other gymnasts' sequences and suggest ways to improve? • Can I link movements together with reasonable precision?
Computing	<p><i>See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 14: Programming and Information Technology</p>
MFL	<p><i>See the Primary Languages Network programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 2- The Calendar and Celebrations</p>
Science	<p><u>Rocks</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</i> • <i>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</i> • <i>Recognise that soils are made from rocks and organic matter.</i>

	<ul style="list-style-type: none"> • Can they compare and group together different rocks based on their simple physical properties? • Can they describe and explain how different rocks can be useful to us? • Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed? • Can they describe how fossils are formed within sedimentary rocks? 		
Additional Links	British Values	Outdoor Learning	Community
	Citizenship (Beaver Pledge)	Global Neighbours	Home Learning
		Understanding/learning about what was happening in the world around the same time as the Stone Age (Egyptians were building the pyramids)	Making Stone Age homes, weapons, jewellery etc