

Year 3: Autumn 2nd Half  
Topic: Prehistoric World



Healthy Body  
Healthy Mind, Healthy Planet

### History

**Intent**– to study evidence to answer the question ' How do we know what life was like during the Stone Age?'

#### Implementation

- discuss and identify the difficulties of knowing what life was like in the Stone Age (prehistoric) due to now written evidence. Study where it is on timeline and within the chronology of other periods of time.

- To examine cave paintings, discussing what they tell us about Stone Age life

- Investigate how we know what their homes were like , how homes evolved and why. (Skara Brae)

- What food would they have eaten? hunter-gatherers. Link to Stone Age Boy novel in English.

- What did they wear? How do we know? Link to DT and Stone Age Boy Novel

- Trip to Truro Museum to compare Stone Age with the Bronze Age, looking at artefacts.

**Composite Outcome:** A presentation on to show how we know about life in the Stone Age.

**Impact:** children know that historians have used artefacts and remains to discover about life in prehistoric history.

### Science

#### Intent

To compare similarities and difference between animal skeletons.

#### Implementation

To recognise that most animal skeletons are similar as they have a skull, ribs and a spine. Understand the importance of these bones. Identify them on a range of animal skeletons. (IGC) to know the difference between an invertebrate and a vertebrate. Identify what type of invertebrate they are: non – boned, soft bodied or exoskeleton. (IGC)

To understand the different food groups, and which foods belong in each group. (IGC)

To learn how eating too much of certain food groups or too little can be detrimental to our health. (R)

To plan and carry out a pattern seeking investigation on size of body parts and abilities. (PS)

**Impact:** children know how soil is made and recognise there are different types. To know the importance of a skeleton and be able to compare animal skeletons, identifying vertebrates and invertebrates.

### PSHE

**Intent**– to recognise feelings such as anger, anxiety and stress. Have strategies to deal with these feelings. Have a positive self image.

#### Implementation

To recognise the importance of self image and why it is important to like themselves.

To recognise what you can't change about yourself.

To understand what anxiety is and discuss how it makes them feel

To discuss strategies which can help when we are feeling anxious.

Discuss what makes us feel angry

Have strategies to help us when we feel angry.

To know what causes stress.

To develop strategies to help us when we feel stress.

**Impact:** children can recognise different feelings and have strategies which they can use to help them.

### Computing

**Intent**– to explore the concept of sequencing in programming

#### Implementation

- introduction to 'Scratch'. Recognising that commands are given in blocks, how to change backgrounds and sprites.

- to programme two sprites to move using command blocks

- introduce the concept of sequences using 'event' blocks.

- experiment with sequence commands for sound, recognising when the order is important.

- combine motion and sound sequences. Change costumes of sprites and have multiple backgrounds.

**-Composite Outcome:** create their own musical instrument using programming blocks, duplicating and evaluating the effectiveness of their code.

**Impact:** children can design, write and debug their own code using movement and sound sequences.

### DT

**Intent**– to develop their sewing skills using running stitch and back stitch. Design and make a product using these stitches.

#### Implementation

**Link to Stone Age people sewing using bone needles to create their own clothers out of animal skins.**

- to learn how to se using a running stitch. Use this stitch around a sampla bookmark.

- to learn how to sew using backstitch, comparing it to running stitch. Use this stitch around sampla bookmark.

- design and plan step by step instructions to make a cuddly snowman. Able to explain why backstitch is the best stitch to use.

- make their cuddly snowman following their planning, using backstitch.

- Evaluate their finished snowman. What did they enjoy? What did they change? What would they do

**Impact** children can design, make and evaluate their own cuddly snowman, made using backstitch.

## Year 3: Autumn 2nd Half



## Healthy Body, Healthy Mind Healthy Planet

### PE

**Intent**—to develop their social, agility and balance skills.

To develop a broader range of skills, learning how to use them in different ways, to link them to make actions and sequences of movement in hockey.

### Implementation

#### Implementation— Physical Education

**Warm up** : Every 3 week the children focus on 1 warm up and progress once the class has mastered the concept of each stage : Shape Up and Dice Frenzy

**Funs Skills** : Our sequence of 6 depends on the control , confidence and competency of the individuals ability to perform the skill. Agility: Jumping and Landing (FUNS B) Static Balance: Seated (FUNS Z)

**Cog** : For 6 weeks we are working on our Social skills

#### Implementation : Hockey

- Begin to show how to hold a hockey stick and which side to use whilst manipulating the ball. Develop speed to dribble the ball into space
- Dribble the ball keeping it close to me using the correct side of stick
- Use a simple push pass to another team mate
- Apply the push pass within a game to assist with attack and scoring
- Show some signs of approaching a player to tackle and cause pressure .
- Begin to attempt to score a goal from anywhere

**Composite Outcome**: Play a competitive game of hockey, using learnt skills.

**Impact**: Children show patience and support others, listening well to them about our work. Children are happy to show and tell others about their ideas. Hockey—children can play a competitive game of hockey using basic principles for attacking and defending skills

### RE

**Intent**— What is it like for someone to follow God?

### Implementation

To know the different parts of the Bible (old and new testament, books, chapters and verses)

To know the story of Noah, discussing their opinions of the stories and the reasons as to why God chose Noah.

What rules did God give Noah and his family after the flood? Define the term 'pact'. What promises did God make in return? Discuss how the rainbow is used as a sign of hope.

Where else in society do we follow rules or make a pact? (sports, shops, friendship) In the story of Noah, God did away with evil. Discuss what they can stop today and what they can't.

Which people make promises? (Brownies, police officers, Godparents at Christenings, at a wedding). What symbols are used to show hope and promises at a wedding?

**Composite Outcome**: Write an answer to the question posed at the start of the unit, using what they have learnt.

**Impact** children can make links between what Christians learnt from the story of Noah and how this links to school and the wider world.

### Music

**Intent**—To explore and develop their playing skills using the glockenspiel and start to read music.

### Implementation

Learn how to play the notes E and D on a glockenspiel. Understand the term 'pulse'.

Introduce minim and crotchet when reading music. Play the songs 'Play Your Music' and 'Drive' using notes E and D.

Introduce the note 'C', 'Crotchet rests' and rhythm. Play the songs DeeCee's Blues and improvise using notes C and D. Introduce semibreve with the song 'What's Up'

Introduce note 'F'. Practise playing D-E-F-initely.

Improvise using C,D and E. Learn to play the songs 'March of the Golden Guards' and 'Portsmouth'.

**Composite Outcome**: In groups, create their own composition using learnt notes with backing tracks Bongo Beach and Gluttonberry Festival. Write their composition on music score.

**Impact** Children can play 4 notes on a glockenspiel. They can begin to read music showing an understanding of musical notation, pulse and rhythm

### French

**Intent**— To know the 4 seasons in French along with associated vocabulary for each season.

### Implementation

say the 4 seasons in French with their determiner

say a short phrase about winter weather in French.

say a short phrase about spring weather in French.

say a short phrase about summer weather in French.

say a short phrase about autumn weather in French.

express which is my favourite season in French

**Composite Outcome**: To be able to know the 4 seasons in French and talk about them using the correct language.

**Composite Outcome**:

**Impact** Children know the 4 seasons in French and are able to talk about them