

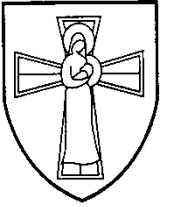
Year group: 3

Term: Autumn 1

Topic: Through the Ages - Stone Age & Iron Age

Kernow Cluster Topic Overview Sheet

## Objectives



### Opportunities for outdoor learning:

- Forest School

### Key vocabulary:

Settlement, chronology, tools, tribes, roundhouse, archaeology, landscape, development, trade, agriculture, domestic, burial, ancient, monument.



### Opportunities for trips / visitors:

- History focus
- Creative writing opportunities - settings

### PSHE objectives:

TBC

### Digital literacy:

- Make judgments in order to stay safe, whilst communicating with others online.
- Recognise online behaviours that would be unfair

### Whole class texts:

- Stig of the Dump
- Wolf Brother

### History objectives: Stone age to Iron age

- Changes in Britain from the Stone Age to the Iron Age

### PE objectives: Football

- Can you develop ways of traveling with the ball?
- Can you pass and receive a ball along the ground with controls?
- Can you practise passing and receiving the ball in a competitive game?
- Can you use a range of skills to tackle and keep possession of the ball?
- Can you play as part of a team?
- Can you use tactics for attacking and defending?

### Maths objectives: Number & place value, addition and subtraction

- Find 10 or 100 more than a given number
- Recognise the place value of each digit in a 3 digit number
- Compare and order numbers up to 1000
- Read and write numbers up to 1000 in numerals and words
- Add and subtract mentally including 3 digit numbers and 1s, 10s, 100s
- Add and subtract using a formal written method

### English objectives: Descriptive settings, poetry

- Draft and write in narratives, creating settings, characters and plot
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- use fronted adverbials
- use commas after fronted adverbials

### Geography objectives:

- 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.

### Music objectives:

Not covered in this topic

### Science objectives: Plants

- Name the different parts of flowering plant and explain their jobs.
- Set up an investigation to find out what plants need to grow well.
- Record observations
- Present results of investigation using scientific language.
- Investigate how water is transported in plants.
- Name the different parts of a flower and explain their role in pollination and fertilisation.
- Understand and order the stages of the life cycle of a flowering plant.

### Languages objectives: French

- listen attentively to spoken language and show understanding by joining in and responding
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

### Art objectives: Significant people – Bell Beaker culture; Sketching; Clay techniques; Making Bell Beaker-style pots

- Create sketchbooks to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Learn about great artists, architects and designers in history.
- Evaluate and analyse creative works using the language of art, craft and design.

### Computing objectives:

Not covered in this topic

### RE objectives: Creation, Prayer, Saints and Feasts, Other Faiths

- To explore how Jesus called some of the disciples and how they responded.
- To know how we should respond to God's call to be part of His creation in the sacrament of Baptism.
- To understand sin, and that Baptism as new life.
- To explore the kind of people God wants us to be and the symbolism of water as life giving.

### Design Technology objectives:

Not covered in this topic

**Year group: 3**      **Term: Autumn 1**

**Topic: Prehistoric People – Stone Age & Iron Age**

# Kernow Cluster Topic Overview Sheet

## Skills



**Links to previous topics:**

- Our local area, comparing places – Y1 topic
- We are Britain – Y2 topic

**Links to future topics:**

- Greeks – Y3 – Autumn 2
- Romans – Y3 – Spring 1
- Vikings topic – Y4
- Britain topic – Y6

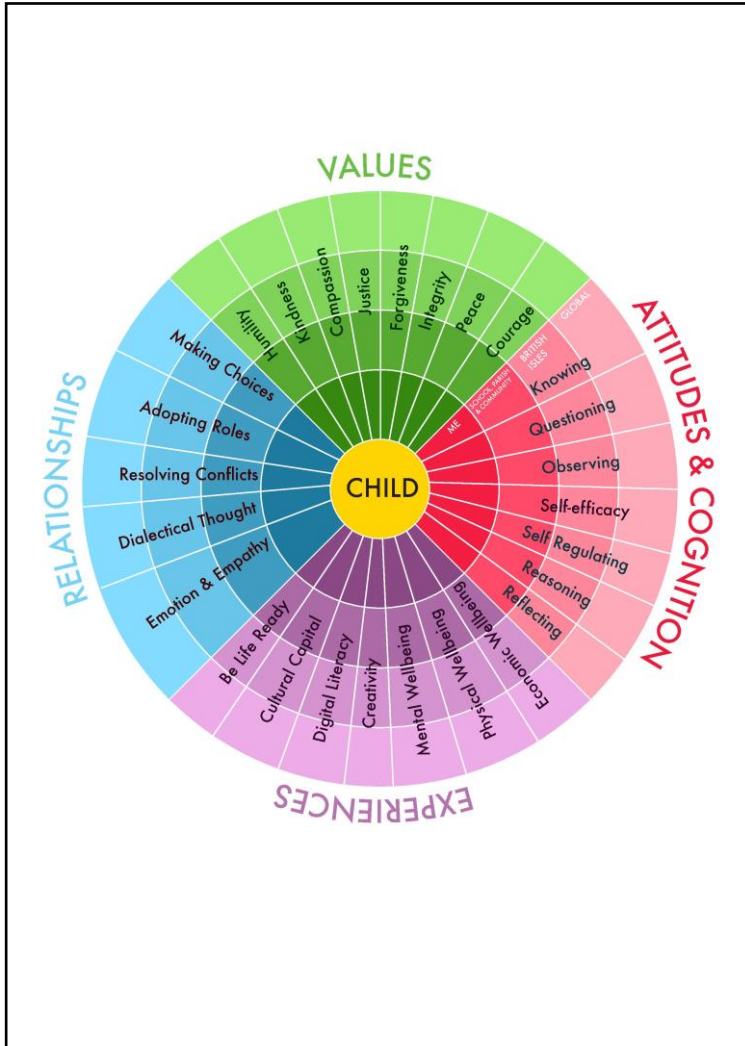
**PSHE:**

**British values:**

- The history of the British people

**Maths skills:**

- Solve problems including missing number problems, using number facts, place value and more complex addition and subtraction.
- Explain why an answer is correct.
- Recognise the place value in each digit of a three digit number and partition in to multiples of 100, 10, 1 in a range of different ways
- Find 10 or 100 more or less than a given number.
- Add and subtract using written methods



**Opportunities for home learning / cultural capital:**

- School trip to Rillaton Barrow
- Suggest other iron / bronze age sites for children to visit, e.g. Carn Euny
- Exploring history of people who lived in Cornwall before us
- Work of charities and organisations who look after ancient sites – Cornwall Heritage Trust, National Trust, English Heritage, etc.

**Set homework:**

**History skills:**

- Use simple sources of information such as artefacts, photos and books to answer simple questions about the past.
- Use key evidence to support judgements and reasoning made about aspects of the past.
- Ask and answer questions about an archaeological site.
- Talk with increasing accuracy and detail about events, places and people beyond living memory.
- Talk about and describe the home and the way people lived.

**PE skills:**

- Use a range of throwing and catching skills with control to keep possession and to score goals / points.
- Be aware of space and members of the opposition.
- Use a variety of simple tactics for attacking and keeping possession of the ball.
- Understand the need to defend and attack.
- Become increasingly familiar with the rules of the game.

**English skills:**

- Use fronted adverbials, e.g. Before we begin, make sure you have a pencil. (remembering to use a commas after the fronted adverbial)
- Use adverbial starters to open/link paragraphs, suddenly, slowly.
- Use increasingly complex adjectives, e.g. delicious, fragile.
- Identify examples of similar writing when planning own writing in order to develop own structure, vocabulary and grammar.
- Begin to evaluate and edit by assessing the effectiveness of own and others' writing and suggest improvements.

**Geography skills:**

- Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Talk about and describe the function of features and landmarks within a locality.
- Describe and compare patterns and changes within the local environment.

**Music skills:**

Not covered in this topic

**Science skills:**

- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Identify and describe the functions of different parts of flowering plants, including roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how these vary from plant to plant and the way in which water is transported in plants.

**Languages skills:**

- Recall and use simple words and phrases
- Listen to and repeat an increasing range of words and phrases.
- Write simple phrases.
- Begin to describe people and objects

**Art skills:**

- Talk about and explore a range of modelling materials.
- Shape and join clay to make a thumb pot using slip and impress print.
- Recreate prints and patterns based on the surface of natural and man-made objects.
- Use tools to create linear patterns

**Computing skills:**

Not covered in this topic

**RE skills:**

- Identify the impact religion has on believers' lives.
- Use a developing religious vocabulary to describe some key features of religions.
- Ask important questions about religion and beliefs,
- Make links between my own and others' responses.

**Design Technology skills:**

Not covered in this topic.