

## Science- Rocks, Soils & Fossils

Tasc: To create a learning resource for identifying rocks, soils and fossils.

To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

To describe in simple terms how fossils are formed when things that have lived are trapped within rock

To recognise that soils are made from rocks and organic matter.

### Additional Information:

Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.

## Music:

Follow Manchester Scheme:

Controlling voice/instruments- dynamics/ tempo

Reading / writing notation – crotchets, crochets breaks, quavers.

Phrasing – ostinato / drone

**Explore music in the Stone Age – how did they make instruments –flutes made of Mammoth Tusks.**

## Computing E-Safety –

Tasc: To teach and inform a Stone Age person about the Internet and staying safe. Children make a presentation.

\*Children are to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; \*Identify a range of ways to report concerns about content and contact.

To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

## English

### Following Primary Framework and linking with the Stone Age through:

\*Stories with familiar settings – Comparison with the Stone Age.

\*Poetry to perform – Kenning – Guess who riddle. Link to cave paintings.

\*Reports – About the Stone Age.

### Shared Reading

- Winnie the Witch
- -Bob's Film Fiasco

## Mathematics:

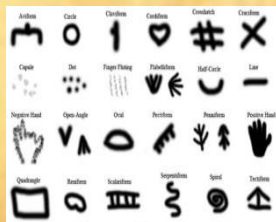
### Following Primary Framework and linking with the Stone Age: -

Cave Painting Code Breaker – Problem solving.

Time – Placing the Stone Age era on a timeline.

Number

Shape and Space



## Art / DT

Tasc – To produce a cave painting.

### Pupils should be taught:

\*To create sketch books to record their observations and use them to review and revisit ideas.

\*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] About great artists, architects and designers in history.

### Additional Information:

Children are to research cave paintings and their purpose, experiment with different styles and symbols. Children will create their own cave painting and then a class one (mural) outside classrooms.

## RE:

Following the Manchester agreed syllabus

What do different people believe about God?

## Go-Givers

- The Stranger
- -Tongue

## Foreign Language French

### Outdoor Games:

Tasc: To create an invasion game suitable for Stone Age Life.

### Dance:

Tasc: To create a dance with a partner, considering meeting and parting, emphasising the use of space.

### Gym

Tasc: To develop balances and jumps.

Autumn Term

# Stone Age

Year 3

## History

### Tasc: To make a tourist leaflet to advertise Stone Age and to write in role.

\*To use dates and vocabulary relating to the passing of time (ancient, BC, century and decade etc)

\*Find out about events, people and changes from a range of information sources

\*To describe the roles, attitudes and experiences of men, women and children in the Stone Age.

\*Bronze Age religion, technology and travel, for example, Stonehenge

\*Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.

### Additional Information:

\*Identify Stone Age on a timeline.

\*Research the Stone Age era with a given criteria: food, weather, settlements, way of life. Use different sources.

\*Investigate artefacts from the Stone Age, discuss differences between primary and secondary sources.

\*Identify the aims of life at that time; surviving and gathering food. How did they do this? What tools did they use? A day in the life a child in the Stone Age/ which animals were alive in those times –Mammoth.

\*Link to religion- what can we find out from art from the Stone Age, what happened at Stonehenge? Write in role as if you were there.

\*How did the Stone Age change into Bronze Age – Farming!