

Year 3 Autumn 1  
Tools from the Past

**Hook (curiosity):** Sharing tools that we use in modern life.

**Text (Reading, language, communication):**

Stone Age Boy - Satoshi Kitamura

The Wild Girl – Chris Wormell

The Stone Age to Bronze Age – Grace Jones

**End product (engagement):**

As a class create a model Skara Brae.

**Vocab (Reading, language, communication):**

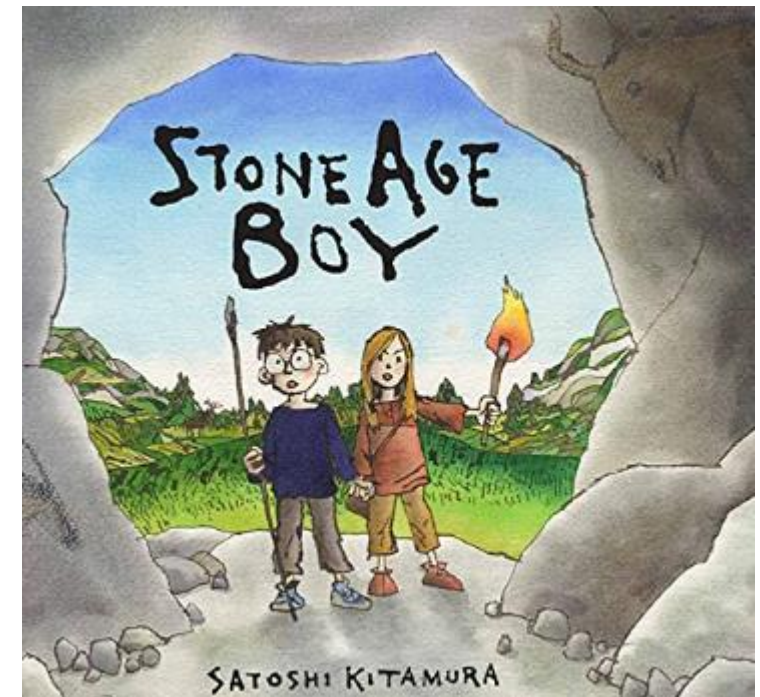
Nomadic, hunter-gatherer, flint, pigments, tools

**Sticky knowledge (Learning that sticks):**

1. The Stone Age period lasted 3.4 million years.
2. There were three periods in the Stone Age era (old, middle and new stone age).
3. Humans began the Stone Age period as hunters-gatherers.
4. During the old to middle Stone Age people were nomadic.
5. In the new Stone Age people settled and farmed the land.
6. They used stone such as flint to make sharp tools.

**Driver:** History

# Tools from the Past



## PSHE

National Curriculum links:

- Family and relationships.

Progression of skills objectives:

- Learning that problems can occur in families and that there is help available if needed.
- Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.
- Identifying who I can trust. Learning about the effects of non verbal communication. Exploring the negative impact of stereotyping.
- To know that I can talk to trusted adults or services such as Childline if I experience family problems.
- To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem
- To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. To understand how to listen carefully and why listening is important. To understand that there are similarities and differences between people. To understand some stereotypes related to age.

## BSL

**Gaining attention  
Sign names**

## Geography

See Autumn 2

## Music

### KAPOW – The Vikings

National Curriculum links:

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Pupils should be taught to:
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Progression of skills objectives:

- Understanding that music comes from different parts of the world and different times, has different features.
- Recognising and explaining the changes in a piece of music using musical vocabulary.
- Composing music.
- Combining melodies and rhythms.
- Using letter name and rhythmic notation.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary.

## Religious Education

National Curriculum links:

- To understand some things that Christians believe about God and his nature
- To use images from the
- Old Testament & the person of Jesus to support this study
- Include a specific study about God as Jesus portrays him in the parable of the Prodigal Son /Loving Father.
- communicate their ideas, recognising other people's viewpoints
- Explore narratives connected with the key events in God's 'big story'
- Study how the Bible might affect a Christian's life.
- be introduced to an extended range of sacred texts and other sources and consider their meanings

Progression of skills objectives:

- use and suggest meanings for some of the key words Christians use to describe God including father
- investigate sources (e.g. artefacts / art / stories / text) and link what they find with Christian beliefs about God
- compare their own ideas sensitively about the character of God with those of others
- Retell a Bible story and say what can be learned from it
- Describe how the story show how God rescues people
- Identify historical facts within the Bible

## Art and Design

National Curriculum links:

- Use sketchbooks to record ideas.
- Improve mastery of art and design techniques including drawing, painting
- Learn about artists, architects and designers in history.

Progression of skills objectives:

- use different materials to draw, e.g. pastels, chalk, felt tips
- show an awareness of space when drawing;
- use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- use varied brush techniques to create shapes, textures, patterns and lines;
- mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;
- create a colour palette, demonstrating mixing techniques;
- use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;

## History

National Curriculum links:

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

Progression of skills objectives:

- Chronological understanding
- Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
- Asks questions such as 'how did people ....? What did people do for ....?'

## PE

National Curriculum links:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Progression of skills objectives:

- Coordination: Footwork
- Static Balance: One Leg
- I cope well and react positively when things become difficult.
- I can persevere with a task and I can improve performance through regular practise.
- I know where I am in my learning and have begun to challenge myself.
- I try several times if at first when I don't succeed and I ask for help when appropriate.

## Design technology

See Autumn 2

## Computing

See Autumn 2

## Science

National Curriculum links:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

Progression of skills objectives:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables