

Year: 3      Topic: Stone Age	
Big question: What was life like for a Stone age person.	Hook task: Create an AI stone age environment
PSHE focus: Celebrate Differences	Review task and presentation: Class Assembly to show their learning of the term.
Experiences/ shared learning: Shared Learning Afternoon with Parents, creating an UG doll.	

<p>History NC aims/objectives- <i>Stone Age:</i></p> <ul style="list-style-type: none"> <li>• use a timeline within a specific period of history to set out the order that things may have happened.</li> <li>• use research skills to find answers to specific historical questions.</li> <li>• explain how Britain changed from the stone age to the iron age.</li> </ul>	<p>Art and Design NC aims/objectives:</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> <li>• use different grades of pencil.</li> <li>• use sketches to plan a piece of art.</li> <li>• use a range of techniques to create a final piece of work.</li> </ul>	<p>Science NC aims/objectives- <i>Rocks:</i></p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter</li> </ul>	<p>English:</p> <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Recount</li> <li>• Persuasive writing</li> </ul>
	<p>Design Technology NC aims/objectives- <i>combining fabrics:</i></p> <ul style="list-style-type: none"> <li>• design a product and make sure it looks attractive</li> <li>• choose textiles for both its sustainability and its appearance</li> </ul> <p>select the most appropriate tools and techniques for the task.</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> <li>•</li> </ul>		

<p>Maths:</p> <ul style="list-style-type: none"> <li>• Addition and subtraction</li> </ul>	<p>French- <i>I am Learning French:</i></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>PE- <i>Social:</i></p> <ul style="list-style-type: none"> <li>• I can help, praise and encourage others</li> </ul>
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<ul style="list-style-type: none"> <li>• Multiplication and division</li> </ul>		<ul style="list-style-type: none"> <li>• I show patience and support others listening carefully to them about our work.</li> <li>• I am happy to show and tell others about my ideas.</li> <li>•</li> </ul>
<p>PSHE- <i>Celebrating Difference:</i></p> <ul style="list-style-type: none"> <li>• families and their differences</li> <li>• Family conflict and how to manage it (child-centred)</li> <li>• Witnessing bullying and how to solve it</li> <li>• Recognising how words can be hurtful</li> <li>• Giving and receiving compliments</li> </ul>	<p>Computing- <i>Computing Systems and Networks:</i></p> <ul style="list-style-type: none"> <li>• Explain how digital devices function</li> <li>• Identify input and output devices</li> <li>• Recognise how digital devices can change the way we work</li> <li>• Explain how a computer network can be used to share information</li> <li>• Explore how digital devices can be connected</li> <li>• Recognise the physical components of a network</li> </ul>	<p>RE:</p> <p>Why are nature and the seasons significant for religion and worldviews?</p> <p>Key vocabulary for discussion:</p> <ul style="list-style-type: none"> <li>• Nature Lunar</li> <li>• Seasons</li> <li>• Cycle</li> <li>• Nativity</li> <li>• Ramadan</li> <li>• Pascha</li> <li>• Eid-al-Fitr</li> <li>• Shabbat Kala</li> <li>• Pagan</li> <li>• Karma</li> <li>• Solstice</li> <li>• Equinox</li> </ul>
<p>Music-Environment-composition:</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	