

**Stone Age To Iron Age**  
**Medium Term Topic Plan – Year 3**

Term	Autumn 1 (7 weeks).	Curriculum Strands	Geology, Water, Beliefs, Fire, Society & Culture, Our Community and Travel & Exploration.
<b>Classroom Environment</b>	Topic board to celebrate children’s learning from school and home. Cave paintings: children’s hand prints. Age-appropriate historical vocabulary. Range of topic books including different genres and text types.	<b>Super Starter (Hook) &amp; Education Visit/Visitor</b>	Stone Age Day (Forest School) including: making cave paintings, hessian embroidery and clay pots. Stonehenge silhouettes.
<b>Key Texts</b>	<b>Class read: Stig of the Dump by Clive King (AR level: 5.5).</b> Stone Age Boy by Satoshi Kitamura (AR level 3.5). Articles on Skara Brae.	<b>End Product</b>	Class assembly.
<b>English</b>	Persuasive advert for a stone age home - Skara Brae - writing to inform (3 weeks). Fiction stories with familiar settings - Stone Age Boy - writing to entertain (4 weeks).		
<b>Science</b>	<u>Rocks including chocolate rocks and soil investigations.</u> <b>N.C. Obj.</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. <b>N.C. Obj.</b> Describe in simple terms how fossils are formed when things that have lived are trapped within rock. <b>N.C. Obj.</b> Recognise that soils are made from rocks and organic matter.		
<b>P.E.</b>	<u>Swimming</u> <b>N.C. Obj.</b> Swim competently, confidently and proficiently over a distance of at least 25 metres. <b>N.C. Obj.</b> Use a range of strokes effectively. <b>N.C. Obj.</b> Perform safe self-rescue in different water-based situations.		
<b>History</b>	<u>Stone Age to Iron Age</u> <b>N.C. Obj.</b> Pupils should be taught about changes in Britain from the Stone Age to the Iron Age including: - Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. - Bronze Age religion, technology and travel, for example, Stonehenge. - Iron Age hill forts: tribal kingdoms, farming, art and culture.		
<b>Geography</b>	<u>Place Knowledge/Human Geography of U.K.</u> <b>N.C. Obj.</b> Understand geographical similarities and differences through the study of human and physical geography. <b>N.C. Obj.</b> Describe and understand key aspects of human geography, including: types of settlement and land use.		
<b>Art</b>	<u>Prehistoric Cave Paintings.</u> <b>Medium:</b> paint. <b>Skills:</b> use of sketchbooks to develop ideas and colour mixing. <b>N.C. Obj.</b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.  <u>Stone Jewelry</u> <b>Medium:</b> clay. <b>Skills:</b> sculpting. <b>N.C. Obj.</b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. <b>N.C. Obj.</b> To create sketch books to record their observations and use them to review and revisit ideas		
<b>D&amp;T</b>	<u>Designing and Evaluate Stone Age Jewelry</u> <b>N.C. Obj.</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. <b>N.C. Obj.</b> Investigate and analyse a range of existing products. <b>N.C. Obj.</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.		
<b>Music</b>	<u>Charanga - Let Your Spirit Fly</u> <b>N.C. Obj.</b> Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.		