Class 3 2017-18
Spring 1 Year B
Changes– Stone Age to Iron Age

Science

SCIENCE

Can they recognise that they need light in order to see things and that dark is the absence of light?

Can they notice that light is reflected from surfaces?

Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?

Can they recognise that shadows are formed when the light from a light source is blocked by a solid object?

Can they find patterns in the way that the size of shadows change?

Working Scientifically:

Can they make and record predictions before testing?

Can they explain why they need to collect information to answer a scientific question?

Can they make accurate measurements using standard units?

Can they explain what they have found out and use their measurements to say whether it helps to answer their questions?

Cross-curricular— English and Mathematics

English cross curricular text: Stone Age Boy

Cross curricular writing genres:

Instructions, non chronological reports, stories with a historical setting. Playscripts.

Creative writing stimulus ideas:

tell the story of a cave drawing.

Diary writing a day in the life of a caveman.

Stonehenge stimulus.

Setting descriptions in a cave

Letters home in the present day

Maths: weighing/measuring for Stone age cooking.

Timelines/ millenniums/centuries/decades etc.

ICT link– creating a maths educational computer game.

History

Week 1: We will begin this topic with an introduction to the term 'pre history'. We will learn about how archaeologists discover about the past where there is no written records for evidence.
Week 2 and 3: We will then look at timelines related to this period of history. We will focus on what Britain was like during the Palaeolithic period when Britain was still part of the mainland of Europe. We will also find out about early species of humans and how and when Homo sapiens first came to Britain.
Week 4/5: We will find out how the melting ice sheets from the last Ice Age caused Britain to become an island in this lesson as they find out about the middle part of the Stone Age, the Mesolithic period. They will then look at the archaeological site of Star Carr and what this tells us about life at the time, from exploring the hunter gatherer lifestyle to the type of homes people lived in.
Week 6: This lesson looks how technology moved on towards the end of the Stone Age. We will look at the Neolithic structure of Stonehenge and what it can tell us about people and society in the last period of the Stone Age.
Year 3:
Can they describe events from the past using dates when things happened?
Can they use a timeline within a specific time in history to set out the order things may have happened?
Can they use their mathematical knowledge to work out how long ago events would have happened?
Can they use their 'information finding' skills in writing to help them write about historical information?
Can they through research identify similarities and differences between given periods in history?

Year 4:
Can they plot recent history on a timeline using centuries?
Can they use their mathematical skills to round up time differences into centuries and decades?
Do they recognise that the lives of wealthy people were very different from those of poor people?
Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?
Can they explain how events from the past have helped shape our lives?
Can they research two versions of an event and say how they differ?
Can they research what it was like for children in a given period from the past and use photographs and illustrations to present their findings?

ICT

Unit 3.1 We are Programmers and Unit 4.1 We are Software Developers.

Year 3: Design, write and debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts.
Use sequence in programs, work with variables and various forms of input and output.
Use logical reasoning to detect and correct errors in algorithms and programs.
Select, use and combine a variety if software to design and create content that accomplishes given goals, including presenting information.
Year 4: Use sequence, selection and repetition in programs, work with variables and various forms of input and output.

Children will use the Scratch program. The fist half of this unit will begin with revision of how this programme works. Children will create an animated cartoon for the Text 'Stone Age Boy'. They will design characters and create backgrounds relevant to the characters and settings in the text. They will then create an animation by translating a story board into a series of scripted instructions (program) for graphic objects.

We will then play and analyse some educational computer games before planning and designing our own game with a clear target audience in mind (curriculum linked to maths). Children can then apply this to create a Stone Age 'survival game' independently.

PSHCE link: what positively and negatively affects their physical , mental and emotional health (including the media). Discussion/debate about playing computer games and the pros and cons of this.

Art and DT

Week 1: We will look at cave drawings from the Stone Age. We will think about the techniques used by cavemen when sketching and the purpose of their sketches. We will make notes in our sketch books about what we have found out about and our likes/dislikes and design our own sketches.
Week2: Create own cave wall art (to add to role play corner/display)
Week 3: printing cave art– hand stencils.
Week 4: Hunter gatherer food. Stewed fruit, bread centred around a stone age afternoon– make pots/tools using clay, twigs/eat food/gather wood for a fire/design shelters?
Week 5/6: investigating fabrics/materials used in Stone Age. Making traditional paper/weaves of fabric?

Year 3 art:
Can they use their sketches to produce a final piece of work?
Can they use different grades of pencil shade, to show different tones and textures ?
Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?
Can their make notes on their sketch books about techniques used by artists?
Can they suggest improvements to their work by keeping notes in their sketch books?
Can they explore work from other periods of time?
Year 4 art:
Can they identify and draw simple objects and use marks and lines to produce texture?
Can they print onto different materials using at least four colours?
Can they explain art from other periods of history?
Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?
Do they use their sketch books to adapt and improve their original ideas?
Do they keep notes about the purpose of their work in their sketch books?
Year 3 DT:
Can they show that their design meets a range of requirements?
Can they describe how their combined ingredients come together?
Can they choose a textile both for its appearance and qualities?
Year 4 DT:
Can they produce a plan and explain it to others?
Can they suggest some improvements and say what was good and not so good about their original design?
Can they begin to explain how they can improve their original designs?
Can they evaluate their product, thinking of both appearance and the way it works?
Do they know what to do to be hygienic and safe?

http://timetravellerkids.co.uk/uncategorized/mystery-neolithic-stone-balls/

British Values

British values will be promoted across all areas of the curriculum, particularly in PSHCE discussions. As part of our Stone Age topic, children will consider how we deal with differences (thinking from the point of view of the character in the text Stone Age Boy). They will consider if they have ever felt like the boy in the text when meeting people different to themselves. We will discuss the term 'tolerance; and discuss how tis can be applied to everyday life.

We will promote:
further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures

encourage respect for other people

Discreet subject areas and MTP heading - **RE, MFL, PSHCE, Music, PE (See separate planning)**