

Enrichments

Virtual reality of Stone Age sites.
Stone Age experience in school
Sewing in DT
Art gallery showcasing their cave paintings.



Key texts

UG

	Word of the week						
<u>Autumn 1</u>	<u>Week 1</u> hilarious	<u>Week 2</u> privilege	<u>Week 3</u> gather	<u>Week 4</u> offend	<u>Week 5</u> examine	<u>Week 6</u> livid	<u>Week 7</u> realistic
<u>Autumn 2</u>	inspirational	empathise	thrilled	inability	suitable	extravagant	blatant

	What will I know?	How will I learn it?	Vocabulary
History	<ul style="list-style-type: none"> ● Uses timelines to place events in order. ● Understands timeline can be divided into BC and AD. ● Uses words and phrases: century, decade. ● Uses evidence to describe past: <ul style="list-style-type: none"> - <i>Houses and settlements</i> - <i>Culture and leisure activities</i> - <i>Clothes, way of life and actions of people</i> - <i>Buildings and their uses</i> ● Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects ● 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?’ ● Suggests sources of evidence to use to help answer questions 	<p>Who lived in the Wirral first?</p> <p>Where does the stone age fit in history?</p> <ul style="list-style-type: none"> - Wright brothers, stone age, bronze age, iron age, Cadburys factory, Queens birthday, dinosaurs lived, Romans started invading. - Physically sort - Photograph timelines and write paragraph in book. <p>What was life like during the Neolithic period?</p> <ul style="list-style-type: none"> - Sorting clothing/houses/ activities - Bronze age, stone age, iron age. <p>How do we know about stone age life if there were no photographs?</p> <ul style="list-style-type: none"> - Archaeology (link to science and F2) - Settlements - On the Wirral? - Skara brae (well known) – comparison <p>What is mystery surrounding Stone henge?</p> <ul style="list-style-type: none"> - What is stone henge? - Mystery surrounding it. - Research using iPads/QR codes - Create a poster <p>How did people protect themselves in the stone age?</p> <ul style="list-style-type: none"> - Hunter gatherer and farming - Weaponry - Museum pictures - Create a leaflet <p>ASSESSMENT – Which humans lived on the Wirral first?</p> <ul style="list-style-type: none"> - And how do you know? - How did those people live? 	<ul style="list-style-type: none"> ● BC/AD ● decade ● ancient ● century ● period / era ● settlers ● settlement ● civilization ● archaeologists ● archaeology ● excavate ● evidence ● information ● finding skills ● historian ● historical ● Change ● sources

<p>Geography</p>	<ul style="list-style-type: none"> ● understand why there are similarities and differences between places ● develop an awareness of how places relate to each other ● communicate findings in ways appropriate to the task or for the audience ● use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features ● use four figure grid references ● use the 8 points of a compass ● make plans and maps using symbols and keys ● identify where countries are within the UK and the key topographical features ● name and locate the cities of the UK 	<p>I can locate the UK on a map and key cities in the UK.</p> <ul style="list-style-type: none"> - Discuss what a map is - Locate the UK on a world map - On a map of the UK locate the capital cities, countries, Wirral, Greasby and Moreton. <p>I can explain what a 4 figure grid reference is and the 8 compass points.</p> <ul style="list-style-type: none"> - Show the children trimmings of different maps highlighting grid references and compass points. - Discuss what the 8 compass points are. - Explain what 4 figure grid references are and why we have them. <p>I can identify key symbols on a map.</p> <ul style="list-style-type: none"> - Show the children symbols from a map – what do we think they show on a map - Play a matching game with the symbols - Create a symbol ‘crib sheet’. <p>I can identify key places along a route in my local area</p> <ul style="list-style-type: none"> - Explore our local area and take photographs/pinpoint key points of interest. - Use the photographs to create a large scale map. <p>I can draw a map of my local area.</p> <ul style="list-style-type: none"> - Using our photographs – draw a map using symbols, grid references and compass points of our immediate local area. 	<p>Aerial view Atlas Coast Compass points Country County City Great Britain UK England Scotland Wales Northern Ireland Island Peninsular Map symbols</p>
<p>Art / DT</p>	<p style="text-align: center;"><u>Art</u></p> <p style="text-align: center;">Cave paintings –</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p><u>DT</u></p>	<p style="text-align: center;"><u>ART</u></p> <p style="text-align: center;">Research different cave paintings. Create collage in sketchbook.</p> <p style="text-align: center;">Practise drawing different animals from cave paintings.</p> <p style="text-align: center;">Experiment with using charcoal to draw cave paintings</p> <p style="text-align: center;">Practise using charcoal to create cave painting style pictures larger.</p> <p style="text-align: center;">Work as a team to create a final large scale cave painting.</p> <p style="text-align: center;"><u>DT</u></p>	<p><u>Art</u></p> <p>Fine Narrow Pattern Line Natural Observation Charcoal Drawing pencil Change Improve</p>

	<p>Plan the order of their work before starting</p> <p>Explore, develop and communicate design proposals by modelling ideas</p> <p>Make drawings with labels when designing</p> <p>Work safely and accurately with a range of simple tools</p> <p>Think about their ideas as they make progress and be willing change things if this helps them improve their work</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment</p> <p>Evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i></p>	<p>Research stone age houses</p> <p>Trial out how to create strong structures</p> <p>Design their own stone age house</p> <p>Make a small stone age house</p> <p>Evaluate their stone age house.</p>	<p><u>DT</u></p> <p>annotated diagram appearance, artefact evaluation three-dimensional adhesive lollipop sticks masking tape scissors,</p> <p>materials net scoring, structure</p>
<p>Computing</p>	<p>Enter data into a computer simulation, change data and observe changes in results.</p> <p>Develop key questions to search for specific information to answer a problem</p> <p>Identify keywords to narrow searches</p> <p>Begin to understand how a search engine locates information and that information is not always suitable</p> <p>Use a range of techniques to navigate a given site</p> <p>Use given information to answer specific questions, and evaluate how appropriate a site is</p> <p>Access suitable sites selected by the teacher by following links; share suitable sites with others in the class</p> <p>Understand a form is a way to collect information from somebody.</p> <p>Work within the internet safety rules, understand why they are in place and abide by them.</p>	<p>Search for place names in Wirral and observe how the changes what they see on the screen.</p> <p>Google searches - To use websites to research information about the Stone Age (where they came from/ homes/ food/ weapons and tools/ how they lived etc.).</p> <p>QR Codes- Can use QR codes to access information as well as finding information by themselves and knowing how to use search engines to find appropriate sites.</p> <p>Complete an online quiz to show what they already know about the Stone Age to assess what they have learnt during the term.</p> <p>https://www.commonsense.org/education/digital-citizenship/curriculum</p> <p>Lessons (Grade 3) –</p> <p>Password Power-up</p> <p>This is Me</p> <p>Power of Words</p>	<p>e-safety website safe personal information sharing QR code Scan Safety Strangers Suitable Weblinks Webpages Search engine risks</p>

	Explain how to keep safe and the importance of being polite online.		
Music	<p>Foci: 1) Notation 2) Improvisation</p> <p>Core pieces: 1) Messiah (Hallelujah Chorus) Handel 2) Jaws – Main theme - Benchley</p> <p>Key styles: 1) Country, classical, pop ballad, pop 2) Disco, Jazz, Film music, Sea Shanty</p>	<p>Singing: To sing as part of a choir</p> <p>Listening: To invent different actions to move in time with the music</p> <p>Compose: Compose over a groove and over a drone.</p> <p>Performing: Play and perform melodies using staff notation including actions and improvisation.</p> <p>Notation: Represent high/low, long/short sounds using symbols.</p>	<p>Notation</p> <p>Dot notation</p> <p>Stave</p> <p>Beat</p> <p>Crochet</p> <p>Quavers</p> <p>Crochet rest</p>
Science	<p>Rocks and Fossils</p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter</p> <p>Animals, including humans</p> <p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Sort rocks based on physical properties and class of rock.</p> <p>Explore the properties of rocks. Key emphasis on what is meant by a property – vocab link on how it could be something that is ours our property' but also what makes up something. E.g. chalk is powdery. Observation. Testing the strength and durability of other rocks.</p> <p>Make their own sedimentary rock using chocolate or crayon (if time allows)</p> <p>Look at fossils- explore the types of fossils and what they tell us.</p> <p>Research Mary Anning and make a poster about it.</p> <p>Look at the parts of soil. How it is formed etc. Why are worms so important?</p> <p>Children to look at the food groups and sort into the correct boxes. Children to explore packaging and observe what makes up food. Look at nutrients and see how they help the body.</p> <p>Children to look at skeletons and classify into invertebrates and vertebrates.</p> <p>Explore the human skeleton and the names for different bones.</p> <p>Children to understand what muscles are and how they work. children to make their own mini muscle and explain how it works.</p>	<p>Material</p> <p>Properties</p> <p>Natural rocks</p> <p>Man-made rocks</p> <p>Texture</p> <p>Sedimentary</p> <p>Igneous</p> <p>Metamorphic</p> <p>Fossil</p> <p>Soil</p> <p>Compost</p> <p>Palaeontologist</p> <p>Absorbent</p> <p>classify</p> <p>food groups</p> <p>nutrients</p> <p>carbohydrates</p> <p>vitamins</p> <p>minerals</p> <p>fats and oils</p> <p>muscles</p> <p>skeleton</p> <p>bones</p>

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	What will I know?	How will I learn it?
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<p>Maths sequences</p>	<p><u>Arithmetic</u></p>	<p>Place Value – 3A chapter 1 Explore counting in hundreds, tens and ones. Link this to place value Compare and order numbers Counting in fifties Number patterns Counting in fours and eights.</p> <p>Addition and Subtraction – 3A chapter 2 Adding tens Adding ones Adding hundreds Simple adding Adding with renaming Subtracting tens Subtracting ones Subtracting hundreds Simple subtracting Subtracting with renaming Using models</p> <p>Multiplication and division of 3's, 4's and 8's – 3A chapter 3 Multiplying by 3 Multiplying by 4 Multiplying by 4 and 8 Multiplying by 8 Dividing by 3 Dividing by 4 Multiplying and dividing Dividing by 4 and 8 Solving word problems.</p>	<p>Follow MNP</p> <p>Daily MNP lessons – exploration, journal, practice and workbook.</p>
	<p><u>Mental / Fluency</u></p>	<p>Times tables practise</p>	

English sequences	<u>Guided Reading</u>	Shared reading – Stig of the dump	4 x 30 minute sessions using VIPERS.
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	<p><u>Writing</u></p>	<p>Stone age boy by Satoshi Kitamura</p> <ul style="list-style-type: none"> - Diary entry - Narrative writing - Poetry <p>UG by Raymond Briggs</p> <ul style="list-style-type: none"> - Letter writing - Non-chronological report 	<ul style="list-style-type: none"> - Prediction – what do we think is going to happen in the story using the front cover to help us? Recap the key discussion points in a prediction. - Cold write of a diary entry – what can the children already include in a diary entry? - Key features of a diary entry – dear diary, time conjunctions, writing in first person, from. - Time conjunctions, first person – SPAG based lessons to incorporate in their diary entry, - Plan a diary entry using a boxed up plan. - Draft, edit and write up our diary entry neatly. - Read the book to the part where the children fall down the hole. Discuss what could happen next. - SPAG based lesson – using a/an correctly. Exploring what a consonant and a vowel is. - Use similes to describe – what is a simile? How can we use adjectives in our narrative writing to help the reader imagine? - Plan, draft, edit and write up neatly our ending to stone age boy. - Explore ‘On the Ning Nang Nong’ - Look at rhyming word and rhyming couplets - Write our own version of ‘On the Ning, Nang, Nong’ based on the stone age – On the Grassy Hill. - Prediction - what do we think is going to happen in the story using the front cover to help us? Recap the key discussion points in a prediction. Children to write as a paragraph instead of answering questions. - Describe a character from the book - expanding our vocabulary and up levelling adjectives. - Receive a letter from UG from the book. - Write a cold write of a letter - what can the children already include in a letter? - Comparison of how we live to how UG lives. This will form the basis of the children’s response. Use a table to record this. - Identify features of a letter by looking at UG’s letter to us – what do we think a letter needs? Discuss the key features – address, date, dear, introductory paragraph, more information, from - Plan our letters using a boxed up plan.
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			<ul style="list-style-type: none"> - Draft, edit and write our letters up neatly to UG. - Cold write of a non-chronological report - What do we remember about non-chronological reports from KS1? - Work in groups to identify the key features of a non-chronological reports – heading, subheadings, pictures with captions, factual information written in sentences, questions and rhetorical questions. - Work in groups to collate everything we already know about the Stone Age. - Research to add more information to what we already know. This will form the basis of our plan. - Draft how we want our non-chronological report to be lay out on the page. - Write our non-chronological report about the Stone age,
	Vocab/Spelling	Jane consodine/SCODE	