

## Art and Design

Art: Looking at prehistoric cave paintings

Creating our own line drawings in the style of a prehistoric cave painting.

DT: Find out about the materials used for objects in pre-historic times. Compare them to materials used today

## Geography

United Kingdom:  
Pre-historic Settlements

Counties

Land Use

Map Skills

## History

Changes in Britain from the Stone Age to the Iron Age

## Literacy

Building our vocabulary as we describe characters and settings.

Writing a non-chronological report about pre-historic life

Making inferences about characters that we read.

Retrieving and recording information from non-fiction texts.

Writing poems inspired by Michael Rosen.

## **Year 3: Autumn**

What did prehistoric people yabba dabba do?

## PSHE

Diversity

Teamwork

Bullying and support networks

Healthy eating and hygiene

Achievements and aspirations

## Music

Understand what pitch is.

Read musical notation through the glockenspiel.

## Computing

Use Twitter, Purple Mash or Facebook to ask the online community for feedback on cave paintings.

## Maths

Read, write, order and compare numbers to 1000

Add and subtract numbers with up to 3 digits, using formal written methods

Use multiplication tables to multiply and divide mentally

## Science

Different types of rocks and fossils

Uses of everyday materials in prehistoric times

Nutritional needs of animals, including humans

Skeletons and muscles

## Year 3 Autumn: What did prehistoric people yabba dabba do?

### Literacy

#### Writing

##### Planning

- ✓ Discuss writing similar to that which they are planning to write to learn from its structure, vocab and grammar.
- ✓ Begin to record ideas to inform own compositions (i.e. in the jotter/magpie books).

##### Draft and Write

- ✓ Composing and rehearsing sentences orally (including dialogue) and reflecting on vocabulary choices for effectiveness of achieving purpose.
- ✓ Begin to structure paragraphs around a theme/topic.
- ✓ In narratives, create and describe settings and characters and devise plots through:
- ✓ Innovating on shared vocabulary choices that suit purpose.
- ✓ Using expanded noun phrases and preposition phrases e.g. *On her face, she had spots.*
- ✓ Using inverted commas to indicate direct speech.
- ✓ Describing characters in terms of appearance.
- ✓ Creating a simple beginning, middle and end.

##### Evaluate & Edit

- ✓ Assess the effectiveness of own writing and others suggesting improvements.
- ✓ Propose changes to grammar and vocabulary to improve consistency.
- ✓ Proof-read for spelling and punctuation errors.

#### Grammar

Revising any needed Y1/Y2 knowledge, pupils in Y3 need to also be able to know, identify, use:

- ✓ preposition,
- ✓ conjunction,
- ✓ word family
- ✓ prefix and suffix
- ✓ phrase, clause and subordinate clause
- ✓ direct speech and inverted commas.
- ✓ consonant, consonant letter vowel, vowel letter

#### Reading

- ✓ Identify how language contributes to meaning
- ✓ Retell some fairy tales or traditional tales orally.
- ✓ Discuss words that capture the reader's interest.
- ✓ Infer feelings, thoughts & motives of characters and link to the text using simple evidence.
- ✓ Read own writing aloud using appropriate intonation, tone and volume.
- ✓ Use age-appropriate dictionaries to check the meaning of words.
- ✓ Perform poetry aloud using volume and action.
- ✓ Retrieve key information from non-fiction.
- ✓ Apply some of their growing knowledge of root words, prefixes and suffixes to read aloud and understand new words.
- ✓ Identify conventions of stories and basic themes.
- ✓ Discuss a wide range of fiction, poetry, plays, non-fiction (ongoing)
- ✓ Prepare poems to read aloud and perform, using intonation.
- ✓ Recognise different poetic forms

**Key vocabulary:** Inference, deduction, intonation, dialogue, non-fiction, preposition, phrase, clause, conjunction, consonant, vowel, inverted commas/speech marks

### Mathematics

#### Number – place value

- ✓ Identify, represent and estimate numbers using different representations
- ✓ Recognise the place value of each digit in a 3-digit number (hundreds, tens and ones)
- ✓ Count from zero in multiples of 4, 8, 50 and 100
- ✓ Find 10 or 100 more or less than a given number
- ✓ Read and write numbers to 1000 in numerals and words
- ✓ Compare and order numbers to 1000

#### Number – Addition and Subtraction

- ✓ Add and subtract numbers mentally
- ✓ Add and subtract numbers with up to three digits, using formal written methods
- ✓ Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction
- ✓ Estimate the answer to a calculation and use inverse operations to check answers

#### Number – multiplication and division

- ✓ Write and calculate mathematical statement for multiplication and division using the multiplication tables that they know, using mental and progressing to formal written methods
- ✓ Show that multiplication of two numbers can be done in any order (commutative) and division on one number by another cannot
- ✓ Count in steps to 2, 3 and 5 from 0 and in 10s from any number, forward and backwards
- ✓ Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables
- ✓ Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

**Key vocabulary:** digit, number, numeral, place value (hundreds, tens and ones), column addition, column subtraction, estimate, inverse, commutative, equal parts, share, groups, lots of, estimate, inverse

# Year 3 Autumn: What did prehistoric people yabba dabba do?

<p><b>Geography</b></p> <p><u>Locations</u></p> <ul style="list-style-type: none"> <li>✓ Locate counties and cities of the U.K and their identifying human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b>Key vocabulary:</b> county, city, settlement, land-use, nomadic, village</p> <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> <li>✓ Use geographical vocabulary</li> </ul> <p><b>Key human vocabulary:</b> hill-fort, farm</p> <p><b>Key physical vocabulary:</b> valley, hill</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>✓ use the points of a compass, symbols and keys to build their knowledge of the United Kingdom and the wider world</li> </ul>	<p><b>Science</b></p> <p><u>Rocks</u></p> <ul style="list-style-type: none"> <li>✓ Compare and group different rocks based on their appearance and simple physical properties</li> <li>✓ Describe how fossils were formed</li> <li>✓ Investigate how rocks were used in prehistoric times – linked to DT</li> </ul> <p><b>Key vocabulary:</b> igneous, sedimentary, metamorphic, erosion, grains, crystals, permeable, impermeable, fossils: body, trace, cast, mould</p> <p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> <li>✓ Explore and evaluate uses of materials in history – linked to DT</li> <li>✓ Compare and contrast the materials used in prehistoric and modern times, as well as the reasons why</li> </ul> <p><b>Key vocabulary:</b> transparent, opaque, durable, waterproof, absorbent, flexible</p> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>✓ Explore the nutritional needs of various animals, including humans</li> <li>✓ Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> <li>✓ Compare and contrast animals, including humans from prehistoric times to present</li> </ul> <p><b>Key vocabulary:</b> nutrition, carbohydrates, fats, protein, vitamins, minerals, water, fibre, vertebrate, invertebrate, skull, spine, pelvis, ribs, femur, knee, ankle</p>	<p><b>DT</b></p> <p><u>Research:</u></p> <ul style="list-style-type: none"> <li>✓ Find out about materials that were typically used in pre-historic times. Find out about: Weapons, Household objects, Pottery, Fashion.</li> <li>✓ Find out the processes by which the materials were made into objects.</li> </ul> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> <li>✓ Compare the suitability of the materials used in pre-historic times, to materials used today.</li> </ul> <p><b>Key vocabulary:</b> materials, wood, metal, rock, pre-historic, product, suitable, invention</p>
<p><b>History</b></p> <p><u>Chronology of events</u></p> <ul style="list-style-type: none"> <li>✓ Timeline detailing the changes to the local area from the <b>Stone Age to the Iron Age</b></li> </ul> <p><b>Key vocabulary:</b> prehistoric, BC, Stone Age, Bronze Age, Iron Age, megalithic, monuments, ceremonial, agricultural, crops, hunter-gatherers, religion, archaeologists, tribal kingdoms, Neolithic, tools, weaponry</p> <p><u>Comparing and contrasting periods and happenings</u></p> <ul style="list-style-type: none"> <li>✓ Analyse drawings, artefacts and maps from the past</li> <li>✓ Identify and explore similarities and differences between these time periods</li> </ul> <p><b>Key vocabulary:</b> artefacts, archaeology, Stonehenge, pottery, smelted, copper, bronze, tin</p> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> <li>✓ Discuss how the past has influenced the present and how the present will shape the future</li> </ul> <p><b>Key vocabulary:</b> development, advancements</p> <p><u>Cause and effect</u></p> <ul style="list-style-type: none"> <li>✓ Draw conclusions as to why change has happened</li> </ul> <p><b>Key vocabulary:</b> question words “who, what, why, when, where, how”</p> <p><u>Historical enquiry and forming conclusions from a variety of sources</u></p> <ul style="list-style-type: none"> <li>✓ Examine the importance of archaeological discoveries</li> <li>✓ Debate how forming of such monuments like Stonehenge could have happened</li> <li>✓ Analyse how important this time period was – is it considered to be more important to Britain compared to other regions?</li> </ul> <p><b>Key vocabulary:</b> ceremonial, cemetery, hypothesis</p>	<p><b>Art</b></p> <p><u>Media:</u> Printing</p> <p><u>Appreciation:</u></p> <p><u>Artist:</u> Pablo Picasso</p> <ul style="list-style-type: none"> <li>✓ To describe how a piece of art makes you feel giving reasons</li> <li>✓ To create art work in the same style as an artist</li> </ul> <p><u>Skills:</u></p> <p><u>Exploring and developing ideas:</u></p> <ul style="list-style-type: none"> <li>✓ To explore cutting techniques using lino</li> <li>✓ To explore layering colours using lino press block</li> </ul> <p><u>Investigating and making art:</u></p> <ul style="list-style-type: none"> <li>✓ To design a complex pattern made up of 2 or more motifs</li> <li>✓ To print a tiled version</li> </ul> <p><u>Evaluating and developing art:</u></p> <ul style="list-style-type: none"> <li>✓ Identify similarities and differences between own work and others</li> <li>✓ To identify aspects that could be improved and suggest solutions</li> </ul> <p><b>Key vocabulary:</b> Soft cut lino, cutting tools, reversed, positive print, negative print, trace, design, cut, print</p>	<p><b>Computing</b></p> <p><u>Computer Science - Networks</u></p> <ul style="list-style-type: none"> <li>✓ Create binary numbers for characters</li> <li>✓ Decipher binary numbers for characters</li> </ul> <p><u>Information Technology – Using a range of software</u></p> <ul style="list-style-type: none"> <li>✓ Record and upload image</li> <li>✓ Navigate website for information</li> </ul> <p><b>Key vocabulary:</b> Binary, Ascii, Decipher, Place value, Identify, Commands, Code</p>
<p><b>MFL</b></p> <p><u>Oracy</u></p> <ul style="list-style-type: none"> <li>✓ Listen and respond to simple rhymes, stories and songs</li> <li>✓ Listen attentively and understand instructions, everyday classroom language and praise words</li> </ul> <p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>✓ Recognise some familiar words in written form</li> </ul> <p><u>Intercultural understanding</u></p> <ul style="list-style-type: none"> <li>✓ Learn about the different languages spoken by children in the school</li> <li>✓ Locate country/countries where the language is spoken</li> </ul> <p><b>Key vocabulary:</b> See homework Books for full list of vocabulary and translations.</p>	<p><b>Outdoor Learning</b></p> <p><u>Research</u></p> <ul style="list-style-type: none"> <li>✓ Which foods/ recipes can be cooked on a fire and what resources would be needed</li> <li>✓ Fire safety techniques and learn what safety equipment will be needed</li> <li>✓ Pre-historic weapons</li> </ul> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>✓ Create a fire safety information leaflet to show understanding of the rules</li> <li>✓ Design a weapon which can be made from natural resources</li> </ul> <p><u>Create/ Evaluate</u></p> <ul style="list-style-type: none"> <li>✓ As a team, create a fire safely</li> <li>✓ Make the weapon you have designed using natural resources from the environment.</li> </ul> <p><b>Key vocabulary:</b> fire, safety, gloves, boundary, kindling, rules, wood, sticks, teamwork, fire pit, oxygen, heat, fuel, fire triangle, kneel, pre-historic, weapon</p>	<p><b>PE</b></p> <ul style="list-style-type: none"> <li>✓ Health, Fitness &amp; Wellbeing – Circuits</li> <li>✓ Control/Pass &amp; Receive/Target – Football</li> <li>✓ Catching/Throwing/Agility – Tag Rugby</li> <li>✓ Catching/Throwing/Target/Strategy – Netball</li> </ul> <p><b>PSHE</b></p> <p><u>Valuing Difference:</u> What does respect look like in a relationship</p> <ul style="list-style-type: none"> <li>✓ Diversity</li> <li>✓ Teamwork and Cooperation</li> <li>✓ Bullying and Support Networks</li> </ul> <p><u>Being My Best:</u> How can we keep ourselves healthy</p> <ul style="list-style-type: none"> <li>✓ Hygiene</li> <li>✓ Body Image</li> <li>✓ Achievement and aspirations</li> </ul> <p><b>Key vocabulary:</b> empathy, positive relationships, consequences, acceptable/unacceptable physical contact, personal safety, confidentiality, collaboration, dispute, compromise, aggression</p>
		<p><b>RE</b></p> <p><u>Hinduism</u></p> <ul style="list-style-type: none"> <li>✓ Learn the stories of Diwali</li> <li>✓ Explore the arts and foods of the celebration</li> <li>✓ Understand why is it important to Hindus</li> </ul> <p><u>Judaism</u></p> <ul style="list-style-type: none"> <li>✓ Learn about Bar and Bat Mitzvahs</li> <li>✓ Understand the importance of the ceremony to Jewish people</li> </ul> <p><b>Key vocabulary:</b> Diwali, Rama, Sita, Ravana, Lakshmi, Hanuman, diva, Rangoli, menghi, Bar Mitzvah, Bat Mitzvah, commitment, ceremony</p> <p><b>Music</b></p> <p><u>Appreciate</u></p> <ul style="list-style-type: none"> <li>✓ Listen and respond to Saints Saens ‘The Carnival of the Animals’ - Fossils.</li> <li>✓ Understand how to find pitch in natural objects (water in bottles, different size stones, different materials).</li> </ul> <p><b>Play, Sing and Create</b></p>

		<p>✓ Learn to read musical notation through learning to play the glockenspiel.</p> <p><b>Key vocabulary:</b> Pitch, glockenspiel, lithophone xylophone, minim, crochet, semibreve, stave, rest</p>
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# What did prehistoric people yabba dabba do?

## History

### Stone Age - Mesolithic Life and Neolithic Life

13,000BC



People make cave paintings.

4,500-3,500BC



Farming starts and begins to spread.

### Bronze Age

4,500-3,500BC



The first pottery is made and used.

4,000-3,000BC



People start to ride and use horses.

2,500BC



Metal starts to be used.

1,800BC



The first copper mines are dug.

1,200-800BC



Metal tools are made and used.

1,200-800BC



Tribal Kingdoms and Celtic culture.

### Iron Age

800-700BC



The first hill forts are made.

700-500BC



Iron is used a lot more than before.

100BC



Coins are made and used for the first time.

AD43



The Romans invade Britain - Iron Age ends.

## Science

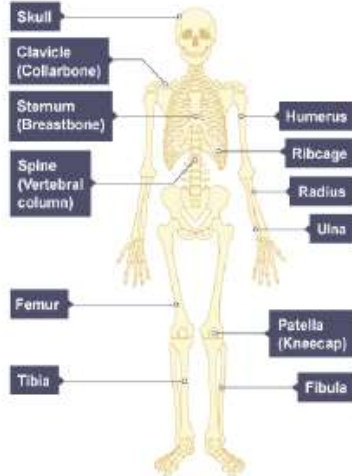
### Igneous



### Sedimentary



### Metamorphic



## Geography



## Key Vocabulary

**Stone Age (History)** — When the first humans began to live in Europe. They used stones as tools.

**Iron Age (History)** — Humans now used iron to make tools and farmed land instead of hunting. They lived in communities.

**Bronze Age (History)** — In this era, metals were used to make hunting tools. Humans also began to farm land.

**Igneous (Science)** — This rock type is formed by melted rock that has cooled and solidified/

**Metamorphic (Science)** — This rock type transforms rocks into new kinds using extreme heat and pressure.

**Sedimentary (Science)** — This rock type is formed on the surface of the earth by layering sediments pressing together.

**Settlement**—A place where a group of people live together in many building.

**Archaeologist (History)** — Person who learns about the past by digging up artefacts and studying them.

**Nomadic (History)** — Travels from place to place,