



Age of Change



Y3 Main Overview (Summary of Topic/Key Information)

This term we will be historians, learning about prehistoric Britain. We will be placing it within the chronology of periods of history we have already learnt about. We will learn about how the first Britons got their food and the shelter they lived in, discussing how this changed from the Stone Age to the Bronze Age and Iron Age.

Key Facts

The story of prehistoric Britain began when the first humans arrived in Britain. It ended when the Romans conquered the ancient Britons and Britain became part of the Roman Empire.



The earliest humans were hunter-gatherers. They survived by hunting animals and finding food to eat. Then, very gradually people learned new skills. First, they learned to herd animals and grow crops. Later, they discovered the secrets of making bronze and iron.

Prehistoric people couldn't read or write, but they were astonishing builders. Their forts and monuments have survived for thousands of years.

Key Questions

When was the Prehistoric Age? How many periods is it split into? How did the early Britons find their food? What shelter did the early Britons live in? How did their lives change between the different periods? Why did these changes occur?

Subject

Key Skills Covered

Key Vocabulary

History



Our history focuses on the change in lifestyles between the Stone Age, Bronze Age and Iron Age. We will be studying artefacts to work out what changes occurred in the way people got their food. We will compare the different prehistoric homes and think about why those changes occurred and how they impacted people.

Palaeolithic Age, Mesolithic Age, Neolithic Age, Bronze, alloy, bone marrow, earthwork, Celt, sacrifice, tribe, iron, hillfort, roundhouse, nomadic, chronology

Geography



We will identify and describe the significance of the Prime/ Greenwich Meridian and time zones, including day and night. We will also be exploring the regions and counties of England and identifying them on a variety of maps.

Time zones, Greenwich mean time, longitude, latitude, Prime Meridian, globe, Human and physical features, county, country, region.

Science

Forces and Magnets: We will be comparing how things move on different surfaces. We will also explore how some forces need contact between two objects, but magnetic forces can act at a distance. This will lead us on to investigating how magnets attract or repel each other and attract some materials and not others. **Light:** We will recognise that we need light in order to see things and that dark is the absence of light. We will also recognise that light from the sun is dangerous and that there are ways to protect our eyes. We will explore how shadows are formed when the light from a light source is blocked by an opaque object. We will also find patterns in the way that the size of shadows change.

Tier 2: formative, evaluate push, pull, observe, light, dark, surface, check, observe, data, approve, disapprove. **Tier 3:** force, magnet, strength, pole, attract, repel, metal, iron, steel, magnetic, magnetic field, translucent, opaque, transparent, shadow, reflect, illuminate, shiny, test, fair test, block shadow, travel, state, visible, glare, emit

Art



We will be creating a cave painting inspired by Palaeolithic art. We will mix different substances with paint to explore how we can create texture and we will use charcoal and chalk pastels. For Art history, we will compare and contrast Palaeolithic art with Banksy.

Palaeolithic, graffiti, shapes, colours, lines, primary colours, secondary colours, complementary colours, texture, charcoal, chalk pastels

DT



In DT, we will use various resources to create a stone age structure. We will apply our understanding of how to strengthen, stiffen and reinforce more complex structures. We will also learn about how key events and individuals in Design and Technology have helped shape the world.

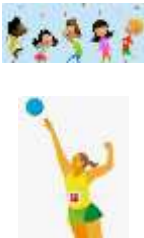

Structure, stiffen, materials, complex.

Music



Our first musical spotlight will be **'Writing Music Down'** Where we will explore how long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. Our second musical spotlight will be **'Playing in a band'** where we will be learning to read the notation of one of the easy instrumental parts when playing together We will also explore two social questions: **How does music bring us closer together? What stories does music tell us about the past?**

Tier 2: pulse **Tier 3:** rhythm, pitch

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| <p>PE</p>  | <p>Indoor: The children will start with dance inspired by The Greatest Showman exploring unison, canon, formations and pathways. In the second half of term, they will move onto the game of dodgeball.</p> <p>Outdoor: We will be developing skills that can be applied to the game of football by playing a variety of different games and activities. We will also take part in Outdoor Adventure Activities and have lots of fun taking part in mainly non-competitive outdoor activities. We will be learning to work with a partner and in small groups to solve problems.</p> | <p>Tier 2: Rehearse, evaluate, perform, stimulus, feedback, energy, expression, control, focus, grip, dodge, rules, mark, control, passing, tackle, communication, rules, key, coordinate, symbol Tier 3: unison, levels, canon, formations, pathways, chest pass, bounce pass, jump stop, stride stop, held ball, receiver, dribble, push pass, side-line, free pass, defender, ready position, block, Orienteering North-east, South-east, South-west, North-west,</p> |
| <p>Computing</p> | <p>After an e-safety recap, the children will be evaluating film trailers to see what makes an effective movie trailer. They will then be designing, filming and editing their own film trailer using iMovie.</p> | <p>iMovie, trailer, design, insert, edit, clip, crop, evaluate, perform, project, outline</p> |
| <p>RE</p> | <p>During the first half term we will be exploring the questions: What is philosophy? How do people make moral decisions? Our learning will include understanding the difference between knowing and believing. Our second unit will focus on Islam with our enquiry question: What do Muslims believe about God? We will learn about Mosques and the five pillars of Islam.</p> | <p>Tier 2: Belief, Rules, Wisdom, Morality Muslim Tier 3: Philosophy, Humanism, Utilitarianism, Hedonism Allah, Islam, Muhammad (PBUH), Prophet, Qur'an, Recitation, Revelation, Shahadah, Tawhid</p> |
| <p>PSHE</p> | <p>Me and My Relationships As part of this unit, we will be exploring some of the feelings someone might have when they lose something important to them. We will learn to understand that these feelings are normal and will discuss different ways of dealing with the situation. We will also be learning more about friendships; keeping ourselves safe and how we can care and look after the people who are special to us.</p> <p>Valuing Difference: In the second part of the half term, we will learn about our community and how everybody is unique. Our learning will help us to develop strategies to value difference and to respectfully challenge someone else's viewpoint.</p> | <p>Tier 2: care, feelings, friendships, Zones of Regulation, loss relationship, bond, care, Dare, risk, bullying, mean, unkind, listen, respond, active listening, polite, respectful, mental health, well-being, belonging, groups, challenge Tier 3: grief, acceptance, restoration, reconciliation, strategies, peer- pressure, prejudice, discrimination, courteous, attentive, community</p> |
| <p>French</p>  | <p>In French we will be learning to greet and say goodbye to someone; ask someone's name and give our own. We will also be learning to ask how someone is and respond to the same question. There is a focus on counting numbers 1-10 and identify musical instruments.</p> | <p>Tier 1: greetings: bonjour, salut, au revoir, Madame, Monsieur, Mademoiselle numbers 1-10: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. Musical instruments: une trompette, une guitare, une flute a bec, un piano, un tambour, un dragon, dix-sept, dix-huit, dix-neuf, vingt. Tier 2: say and ask names: comment t'appelle- tu? Je m'appelle. Say and ask how you are: ca va?, ca va bien, comme ci comme ca, une fille, un garçon.</p> |
| <p>English</p> | <p>We will start off writing a set of instructions to keep a Woolly Mammoth clean. An adventure story inspired by 'Stig of the Dump' will follow. We will also be writing some themed poetry and a persuasive text, linked to our topic of Age of Change.</p> | <p>Narrative, setting, character, speech, inverted commas, conjunctions, tense, person, instructions, imperative verbs, structure</p> |
| <p>Maths</p> | <p>In maths, we will talk about place value, addition, subtraction, multiplication and division following the maths mastery model. We will use a range of concrete resources and pictorial representations. We will develop our understanding of hundreds, tens and ones. We will start with mental methods for addition and subtraction, progressing to formal written methods and develop our knowledge of our 3, 4 and 8 times table.</p> | <p>Place value, place value chart, ones, tens, hundreds, numbers, digits, addition, subtraction, multiplication, division</p> |