



Welcome to Year 3 and

Set in Stone

As language specialists we will...

immerse ourselves in extracts from quality texts, stories and poems that broaden our ideas and understanding of the Stone Age and good writing techniques. Extracts and picture books and stories, together with informative historical articles will keep us immersed in a variety of genres. We will learn how to write an adventure story based on 'Stone Age Boy' by Satoshi Kitamura and create our own comic book text using 'Ug – Boy Genius of the Stone Age' by Raymond Briggs and take inspiration from Marcia Williams' Stone Age illustrated text. We experience classic texts like 'Stig of the Dump' and Constructing factual reports around the world of Stonehenge and 'Pebble in my Pocket' by Meredith Hooper will help develop our non-fiction skills. We'll be reading *The Boy with the Bronze Axe* for pleasure and Michael Rosen's 'I was born in the Stone Age' will teach us about writing poetry and prose. There will be animation and film clips to expand our media experience and spark creative descriptive writing. We will explore historical sources and investigate the science of rocks and fossils to perfect our report writing and the topic will give plenty of opportunities for us to become skilled researchers, readers and authors.

The Big Idea...

'in the end, you always learn the most by going back to the people who were there in the beginning...' Michael Black. In this history focussed Year 3 topic, we'll explore the development of tools and technology and understand what an impact this period of life on earth had on human development. As we become anthropologists we will start our junior school journey through time and start to wonder and understand how our ancestors battled with this simple yet challenging era. What do we still have in common with the hunter-gatherers? What can we learn from them? How have they made us the people that we are today? It will be quite a journey of discovery...

As mathematicians we will

Build on our existing knowledge of place value and the number system, comparing and ordering numbers to 1,000 and writing them in digits and words. We will be revising and developing formal methods for addition and subtraction as well as learning key strategies for mental calculation and understanding how using the inverse operation can help us check our answers. Opportunities to solve problems and reason will allow us to select and practise strategies. We will regularly rehearse multiplication and division facts for the 3 and 4 times tables. We will be using the language of measurement and shape as we study the geography and history of Stone Age life.

As geographers

We will consider 'settlement' as we investigate aspects of human and physical geography relating to Stone Age Britain, understanding how and why natural resources shaped early land use.

We will use maps and digital information to find key locations and understand how geographical features (such as Stonehenge) came into existence.

*'human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical skills and fieldwork
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.'*

As historians

We will track the development of Neolithic human life using a timeline to map key historical features and understand changes in Britain from the Stone Age to the Iron Age. We will explore the ancient mystery of Stonehenge and the evidence of Skara Brae. Through fact and fiction, we will open up debate about this fascinating period of national history.

'to develop a chronologically secure knowledge and understanding of British, local and world history... They should note connections, contrasts and trends and develop the appropriate use of historical terms. They should address and devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.'

As scientists

We will look at rocks that are older than the Stone Age itself! We will use scientific enquiry to test properties of stone and discover how fossils are formed over time. We will understand the importance of fossils as historical and scientific evidence about the evolution of life on earth.

Sc3/3.1a compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock
Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Across the curriculum

As musicians

We will understand how music sounds in its simplest form – as voice and percussion.

As expressive artists

We will look at storytelling through picture. Using natural resources and simple mark-making we'll create narratives and explore the (often gruesome) materials ancient civilisations used to communicate.

As computer specialists

We will develop word processing skills to communicate internet safety guidelines for our Stone Age Time-Traveller...who may need some advice on interacting with the more advanced tools of our more advanced society.

As fitness experts

We will work on building team skills through outdoor ball games and indoor activities. Netball/basketball skills will develop ball control and hand/eye coordination alongside team games designed to improve speed and fitness.

Knowledge of the World

Were there humans before the Stone Age? How have historical artefacts and primary sources opened up our knowledge and understanding?

Citizenship

What would it be like to live in the simplicity of a Stone Age world? What is civilisation...and are we truly civilised today?

Ambitious thinking

Anthropologists and archaeologists are both careers that can open up the world of early life on earth. How do they add value and offer something useful to our 21st century lives?