

### Knowledge Outcomes

The Stone Age is the name given to the earliest period in human culture, when stone tools were first used in Britain.

The Stone Age was separated into 3 periods Palaeolithic, Mesolithic and Neolithic.

A Neanderthal is an early person.

The Stone Age lasted until about 3300bc, when the Bronze Age began.

*Challenge: Early in the Stone Age, humans lived in small nomadic groups.*

### Strength Lies in Difference

WALT understand and recognise racist behaviours.

WALT become familiar with and understand the meaning of the key terms: Discrimination, Wealthy, Society, Perception, Stereotype, Heritage, Ethnicity and Identity.

WALT become familiar with inspirational and aspirational role models from the African/Caribbean/Asian/Chinese communities.

WALT understand that at a point in history, Africa was responsible for more than 1/2 of the world's salt and gold supply.

WALT understand how Africa has contributed to the rest of the world's wealth.

WALT understand how the perception of African countries has changed and the reasons for this.

### Expressive Art and Design

#### Art: Textiles

WALT select appropriate materials when working with textiles, giving reasons.

WALT use a variety of techniques, e.g. printing, dyeing, and marbling to create different textural effects.

WALT develop skills in stitching, cutting and joining.

#### Music: Rhythm, pitch, notation

WALT understand the stave, lines and spaces, and clef.

WALT use dot notation to show higher or lower pitch.

WALT understand the differences between crotchets and paired quavers.

WALT apply word chants to rhythms, understanding how to link each syllable to one musical note.

### Personal, Social and Emotional Development

#### PSCHE: What hazards are there in our local environment?

WALT learn how to recognise hazards that may cause harm or injury and know what to do to reduce risk and keep themselves (or others) safe.

WALT know how to help keep my body protected and safe.

WALT understand that my body belongs to me and should not be hurt or touched without my permission.

WALT understand what to do if I feel uncomfortable. WALT learn how to recognise and respond to pressure to do something that makes me feel unsafe or uncomfortable.

WALT know how everyday health and hygiene rules and routines help people stay safe and healthy.

WALT know how to react and respond if there is an accident and how to deal with minor injuries.

WALT know what to do in an emergency, including calling for help and speaking to the emergency services.

#### R.E.: Christianity - What is 'good' about Good Friday?

WALT recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.

WALT suggest how a person may rescue/help others who are in difficult situations.

WALT start to explain why Christians believe Jesus' death is important.

WALT begin to reflect on whether I agree with Christian beliefs about Jesus' death.

## SPRING TERM 2 Activities Stones 'n' Bones Year 3

### Languages

#### Using colours and numbers

WALT remember previous colours and learn the new colours orange, purple, brown and grey in French.

WALT ask what colour something is in French.

WALT remember numbers 1 -12 in French.

WALT explore of recognising that some nouns use 'un' and some nouns use 'une' and why this is.

### Understanding of the World

#### History: Changes in Britain from the Stone Age to the Iron Age

WALT sequence the early ages of Britain chronologically. WALT learn about how life was different during each age, and how it progressed through the period.

WALT find out about the everyday lives of people in the Stone Age compared with our life today.

WALT explain how people and events in the past have influenced life today.

WALT identify key features of Stone Age times.

#### Science: Plants

WALT identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

WALT explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.

WALT investigate the way in which water is transported within plants.

WALT explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

#### Computing: iSimulate

WALT design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

WALT use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

WALT use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

WALT select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

### English / Mathematics

*Please see Success and Challenge cards*

### Physical Development

#### Golf

WALT develop ability to use a putter accurately.

WALT develop ability to use a chipper accurately.

#### Orienteering

WALT list the different points on a compass.

WALT use a key on a map to help locate where they are.

WALT point to their location on a map.

WALT orient the map to the way they are facing.