

## Stones 'n' Bones Knowledge Outcomes:

<b>When was the Stone Age period?</b>	The Stone Age is the earliest period of British prehistory and is divided into Palaeolithic, Mesolithic and Neolithic periods.
<b>How did the Stone Age people live?</b>	Stone Age people lived as hunter-gatherers before farming began.
<b>How did the Stone Age people change over time?</b>	Stone Age people changed from being nomadic and moving seasonally to living in settled farming communities.
<b>How did the Stone Age people live?</b>	Stone Age technology developed to support survival and daily life (for example, making tools from stone, bone and wood and fire for cooking, warmth and protection).
<b>How do we know what it was like during the Stone Age period?</b>	Evidence from monuments and artefacts shows they had beliefs and rituals (for example Stonehenge).

### **PSCHE: What Hazards are there in our local environment?**

WALT recognise hazards that may cause harm or injury and know what to do to reduce risk and keep themselves and others safe.  
 WALT understand 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 and understand what to do if they I uncomfortable.  
 WALT recognise and respond to pressure to do something that makes me feel unsafe or uncomfortable (including online).  
 WALT understand how everyday health and hygiene rules and routines help people stay safe and healthy.  
 WALT understand how to react and respond if there is an accident and how to deal with minor injuries.  
 WALT understand what to do in an emergency, including calling for help and speaking to the emergency services.

### **R.E.: You have gotta have faith Christianity**

WALT understand that Christians believe that Jesus died to forgive their sins.

### **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 understand 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.

## SPRING TERM 2

### Stones 'n' Bones Year 3

These are the knowledge outcomes (the things we must aim to know) for our learning this half term.

### **Mathematics**

**In Mathematics, this half term children will be working on the following objectives from the Year 3 Success and Challenge cards:**

I am able to understand unit fractions and non-unit fractions with small denominators and recognise and show, using diagrams, equivalent fractions *e.g. on a number line* and deduces relationships between them such as size and equivalence going beyond the [0,1] interval, including relating to measure.

I am able to compare and order unit fractions and fractions with the same denominators

I am able to use standard metric units of capacity/volume (l/ml) and mass (kg/g) in a range of contexts to measure, compares, adds and subtracts.

### **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.

### **Physical Development**

#### **This term children will learn Basketball**

WALT make a series of passes to team mates moving towards a scoring area.

WALT show some signs of using a chest pass and shoulder pass.

WALT show a target to indicate where I'd like to pass to.  
WALT understand where space is and try to move into it.

**PE lessons will be on:**

### **Important Dates:**

**All Booked Up: 5<sup>th</sup> March**

**Marcus Rashford Day: 17<sup>th</sup> March**

### **English**

**In English, this half term children will be working on the following objectives from the Year 2 Success and Challenge cards:**

I am able to use adverbials of time and manner.

I am able to use speech marks correctly.

**What are we writing this half term?**

<b>Diary entry</b>	<b>Letter</b>	<b>Interaction between two characters.</b>
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### **MUSIC: Composing**

WALT understand that rhythm can be recorded in a rhythmic score by using notes including: quarter note, eighth notes and rests (crochet, quaver, rest).  
WALT read and use rhythmic notation when composing  
WALT understand that a score can sometimes have different instruments playing at the same time.

**This half term, we will be reading the book:**

**The Stolen Spear by Saviour Pirotta**

### **Strength Lies in Difference**

WALT understand and recognise racist behaviours.  
WALT become familiar with these key terms and understand their meaning: Discrimination, Wealthy, Society, Perception, Stereotype, Heritage, Ethnicity and Identity