

Knowledge Outcomes

- The Stone Age is the earliest period of British prehistory, and is divided into Palaeolithic, Mesolithic and Neolithic periods
- Stone Age people lived as hunter-gatherers before farming began
- Stone Age people changed from being nomadic and moving seasonally to living in settled farming communities
- 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)
- Evidence from monuments and artefacts shows they had beliefs and rituals (for example Stonehenge)

Strength Lies in Difference

Understand and recognise racist behaviours.
Become familiar with these key terms and understand their meaning: Discrimination, Wealthy, Society, Perception, Stereotype, Heritage, Ethnicity and Identity
Become familiar with inspirational and aspirational role models from the African/Caribbean/Asian/Chinese communities
Understand that at a point in history, Africa was responsible for more than 1/2 of the world's salt and gold supply.
Understand how Africa has contributed to the rest of the world's wealth.
Understand how the perception of African countries has changed and the reasons for this.

Expressive Art and Design

Music: Composing

Develop improvisation skills, using voices, tuned and untuned percussion and other instruments
Invent short 'on-the-spot' responses using a limited note-range.
Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.
Compose in response to different stimuli e.g. stories, verse, images and musical sources.
Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).

Personal, Social and Emotional Development

PSCHE: What hazards are there in our local environment?

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
Know how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing
Understand that their body belongs to them and should not be hurt or touched without their permission; what to do if they feel uncomfortable
Learn how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)
Know how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for asthma, and other household products, responsibly)
Know how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns
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?

Recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.
Suggest how a person may rescue/help others who are in difficult situations.
Start to explain why Christians believe Jesus' death is important.
Begin to reflect on whether I agree with Christian beliefs about Jesus' death.

SPRING TERM 2 Objectives Stones 'n' Bones: History focus Year 3

Languages

Using colours and numbers

Colours: recapping previous colours and introducing orange, purple, brown and grey.
Asking what colour something is.
Recapping numbers 1 -12.
Exploration 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

Sequence the early ages of Britain chronologically
Learn about how life was different during each age, and how it progressed through the period
Find out about the everyday lives of people in the Stone Age compared with our life today.
Explain how people and events in the past have influenced life today.
Identify key features of Stone Age times

Science: Plants

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
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
Investigate the way in which water is transported within plants
Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Computing: iSimulate

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
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

Basketball

Make a series of passes to team mates moving towards a scoring area.
Show some signs of using a chest pass and shoulder pass.
Show a target to indicate where I'd like to pass to.
Know where space is and try to move into it.
Mark another player and defend when needed.

English / Mathematics

Included on the termly Success and Challenge cards