



Castercliff Primary Academy – Medium Term Plan.



Year Group: 3	Overarching Question: How did homes change from the Stone Age to the Iron Age?	
Term: Aut 1	Topic Driver: History	
History / Geography – History – Stone Age through to the Iron Age	PSHE – Medicine	
Science – Rocks – Interpret and Report	RE – Christianity – God. How and why have some people served God?	
French – A New Start	Computing – Online Safety	
Art- Growing Artists – Max Ernst (Drawing)	Music – Ballads	
	<h3 style="color: green;">Meet Your Brain</h3>	<p style="color: green; font-weight: bold;">Enrichment</p> <p style="color: green;">Stone Age Workshop</p>
Class Novel	English	
Stig of the Dump – Clive King	Text – Stone Age Boy	Genres – Character Description Recount – Palaeolithic (Scaffolded) - Mesolithic (Independent)



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Week: 1	Subsidiary question What puts the stone in Stone Age? HOOK LESSON
<p>Topic Driver knowledge & skills History</p> <p><u>LO: To introduce the definition and timescale of human pre- history</u> Do the children know what the term “pre-history” means? Do the children know the names of the three periods of pre-history? Can the children describe how we can find out about the prehistoric past? -</p>	<p>Secondary Subject knowledge & skills <u>Science – Rocks – Key Skill – Identifying and Classifying</u> <u>Knowledge: To compare a range of rock based on their appearance and physical properties.</u> <u>WS: To observe and compare rocks using a fair test.</u> <u>Question: How do rocks react differently to water?</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Can name some types of rock and give physical features of each</p> <p><u>Art – To study the artist Max Ernst and his work.</u> <u>LO: To reflect the style of an artist in my work.</u> Study the work of the artist Max Ernst. Generate ideas from a range of stimuli and carry out simple research and evaluate as part of the making process.</p> <p><u>Music – To sing a ballad and explain what it is</u></p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• listen with attention to detail and recall sounds with increasing aural memory• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians’ <p><u>RE – To recognise who makes a good leader and why</u></p> <ul style="list-style-type: none">• Discuss who makes a good role model and why• Describe the qualities that inspirational people might have <p><u>French – I can pronounce some greetings</u></p>

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	<ul style="list-style-type: none"> I can say and write hello and goodbye in French <p>PSHE – medicine -Baseline assessment.</p>
<p>Vocabulary Prehistory, historical records, time line, written history, palaeolithic, Mesolithic, neolithic, stone, bronze, iron, archaeologist.</p>	<p>Vocabulary Science: Rock, stone, pebble, boulder, grains Hard, soft, absorb water, permeable, sediment, float, sink, hard, soft, absorb water, permeable, sediment, float, sink. Art: Max Ernst, grattage, frottage, painter, sculptor. RE: leadership, qualities, charisma, leader, follower Music: Ballad, Ensemble French: Salut, Bonjour, Bonne après-midi, A bientôt, Au revoir</p>

Week: 2	Subsidiary question How did Britain change at the Beginning of the Stone Age?
<p>Topic Driver knowledge & skills History</p> <p>LO: To find out about early humans and the Palaeolithic period. Can children explain how and when people first came to Britain? Do children know what kinds of animals early humans encountered? Do children know where early humans lived?</p>	<p>Secondary Subject knowledge & skills Science – Rocks – Key Skill – Identifying and Classifying Knowledge: To devise a test to investigate the hardness of rock. WS: To generate a range of questions that we can compare and answer ourselves. Question: Which rocks would be best suited to build steps outside? Describe in simple terms how fossils are formed when things that have lived are trapped within rock Can explain how a fossil is formed Can present in different ways their understanding of how fossils are formed e.g. in role play, comic strip, chronological report, stop-go animation etc.</p> <p>ART –Artist Max Ernst Use sketchbooks for recording things, drawing annotations planning and evaluation LO: To recognise how artists use shape in drawings.</p>

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- I can recognise and draw simple shapes in objects.
- I can identify both organic and geometric shapes.
- I can use shapes to form the basis of my own drawing.

RE- To identify Christian beliefs and values within stories of the prophets

- Know that Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)
- Identify Christian beliefs and values contained within stories of the prophets (e.g. Noah, Abraham, Moses, Jonah)

Music: To be able to perform a ballad with an understanding of style

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians'

French: I can ask and answer a question about how I am feeling

- I can say how I am feeling

Vocabulary

Neanderthals, homo sapiens, cave men, flint, fire, ice age, hunting, cave art

Prehistory, historical records, time line, written history, palaeolithic, Mesolithic, neolithic, stone, bronze, iron, archaeologist.

Vocabulary:

Science: Rock, stone, pebble, boulder, grains, hard, soft, absorb water, durable, durability, permeable

Art: Arrangement, geometric, line, objects, organic, shape

RE: leadership, qualities, charisma, leader, follower, Abraham, Noah, Jonah, Moses, prophet, messenger

Music: Ballad, Ensemble

French: Comment ca va? Ca va bien. Ca va très bien. Ca va comme ci comme ca. Ca va mal. Ca va très mal.

<p>Week: 3</p>	<p>Subsidiary question How did Britain change during the Mesolithic era? (How they lived/homes).</p>
<p>Topic Driver knowledge & skills History</p> <p><u>LO: To find out about people who lived in the Mesolithic period.</u></p> <p>Do children know what happened to Britain's coastline when the ice sheets of the last ice age retreated? Do children know where Doggerland is? Can children describe what Mesolithic life was like?</p>	<p>Secondary Subject knowledge & skills Science – Rocks – Key Skill – Identifying and Classifying <u>Knowledge: To observe how rocks are formed over time.</u> <u>WS: To make careful observations.</u> <u>To ask a range of questions about our given topic.</u> <u>Question: How are different rocks formed on our Earth?</u> Recognise that soils are made from rocks and organic matter. Can link rocks changing over time with their properties e.g. soft rocks get worn away more easily</p> <p><u>ART –Artist Max Ernst</u> Use sketchbooks for recording things, drawing annotations planning and evaluation <u>LO: To understand how to create tone in drawing by shading.</u></p> <ul style="list-style-type: none"> • I know that tone refers to the light and dark areas of an object or artwork. • I can use the side of a pencil so that the lead is flat to the paper. • I can shade in one direction, with no gaps and straight edges. • I can blend from light to dark to dark light creating smooth tones. <p><u>RE: To suggest why the prophets chose to listen to and follow God</u></p> <ul style="list-style-type: none"> • Suggest why these prophets chose to listen to and follow God <p><u>Music: To understand that a ballad tells a story</u></p>



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	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music' <p><u>French: I can introduce myself</u></p> <ul style="list-style-type: none"> I can say what my name is I can ask someone else their name <p><u>PSHE – medicine</u> When should we take medicines? Who should give us medicines when we need them? Understand the differences between stealing and borrowing</p> <p style="text-align: center;">-</p>
<p>Vocabulary Climate change, coast line, flora and fauna, Star Carr, archaeological site, compare, contrast, similar and differences, farming, hunting and gathering</p>	<p>Vocabulary: Science: Sedimentary, metamorphic, igneous Art: Blend, dark, even tones, grip, light, shading, smooth, tone RE: leadership, qualities, charisma, leader, follower, Abraham, Noah, Jonah, Moses, prophet, messenger Music: Ballad, Ensemble French: Comment t'appelles-tu? Je m'appelle</p>

Week: 4	Subsidiary question How did Britain change during the Mesolithic era? (How they hunted).
Topic Driver knowledge & skills History	Secondary Subject knowledge & skills <u>Science – Rocks – Key Skill – Identifying and Classifying</u>



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LO: To find out how people lived in the Neolithic period.

Do children know where and when agriculture was developed?

Do children know when people in Britain started farming?

Do children know what Stonehenge is and how the landscape developed

Knowledge: To classify rocks based on their appearance.

WS: To be able make careful observations and make scientific judgements.

Question:

Rock observations, compare and sort

Can classify rocks in a range of different ways, using appropriate vocabulary

Can devise tests to explore the properties of rocks and use data to rank the rock

ART –Artist Max Ernst

Use sketchbooks for recording things, drawing annotations planning and evaluation

LO: To understand how texture can be created and used to make art.

- I can create different textures on paper by using a rubbing technique.
- I can change the tool or colour that I use to change how my rubbing looks.
- I can apply the technique of another artist.
- I can tear and shape my rubbings to create a final piece.

Music: To be able to write lyrics for a ballad

- improvise and compose music for a range of purposes using the inter-related dimensions of music
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music'

RE – To describe how and why some Christians might devote their lives to serving God

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	<ul style="list-style-type: none"> To describe how and why some Christians might devote their lives to serving God To identify Christians who might be described as people who listened to and follow God <p><u>French: I can say numbers 1 to 10</u></p> <ul style="list-style-type: none"> I can count to 10 and understand numbers I hear and read
<p>Vocabulary Climate change, coast line, flora and fauna, Star Carr, archaeological site, compare, contrast, similar and differences, farming, hunting and gathering</p>	<p>Vocabulary: Science: sedimentary, igneous, metamorphic, durability, hardness Art: cut, frottage, pressure, rubbing, surface, tear, texture, tool RE: leadership, qualities, charisma, leader, follower, faith, expression, Christian, volunteer, devotion Music: Ballad, Ensemble, Compose, Lyrics French: zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p>

Week: 5	Subsidiary question How did Britain change during the Neolithic era? (How they lived/homes).	
<p>Topic Driver knowledge & skills History <u>LO: To find out about how people lived in the Bronze Age.</u> Do children know how bronze is made? Do children know how people were buried in the Bronze Age? Do children know what happened to the climate at the end of the Bronze age?</p>	<p>Secondary Subject knowledge & skills <u>Science – Rocks – Key Skill – Identifying and Classifying</u> <u>Knowledge: To observe how rocks are formed over time.</u> <u>WS: To make careful observations.</u> <u>To ask a range of questions about our given topic.</u> <u>Question: How are different rocks formed on our Earth?</u> Can devise tests to explore the properties of rocks and use data to rank the rocks Can classify rocks in a range of different ways, using appropriate vocabulary</p>	<p>ART –Artist Max Ernst</p>

Use sketchbooks for recording things, drawing annotations planning and evaluation

LO: To apply observational drawing skills to create detailed pieces.

- I can use simple shapes to sketch the form of an organic object.
- I can add detail using careful observation.
- I can add tone using shading skills.

Music: To take part in a group performance

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music'

RE – To understand what a sense of vocation is

- To talk about what is meant by a sense of vocation

French – I can recall numbers to 10

- I can write some numbers accurately

PSHE – medicine.

Medicine Safety Declaration



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Vocabulary

Climate change, coast line, flora and fauna, Star Carr, archaeological site, compare, contrast, similar and differences, farming, hunting and gathering, farmstead, community, mental working, bronze, black smithing .

Vocabulary:

Science: Rock, stone, pebble, boulder, grains Hard, soft, absorb water, permeable, sediment, float, sink.

Art: Botanical, flower, form, magnified, petal, shape, stem, study, tone, texture (frottage)

RE: leadership, qualities, charisma, leader, follower, faith, expression, Christian, volunteer, devotion

Music: Ballad, Ensemble, Compose, Lyrics

French: zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix

Week: 6

Subsidiary question How did Britain change during the Neolithic era? (How they hunted).

Topic Driver knowledge & skills

History

LO: To find out about how people lived in the Iron Age.

Do children know how iron is made?

Do children know what Iron Age houses were like?

Do children know what happened at the end of the Iron Age?

Secondary Subject knowledge & skills

Science – Rocks – Key Skill – Identifying and Classifying

Knowledge: To observe how soil can be separated through sedimentation.

WS: To make scientific connections and conduct my own research.

Question: How can soil be separated?

Can devise a test to explore the water retention of soils

ART –Artist Max Ernst

Use sketchbooks for recording things, drawing annotations planning and evaluation

LO: To explore composition and scale to create abstract drawings.

- I can select an interesting composition.
- I can draw in a large scale.
- I can experiment with drawing skills and tools.
- I can use frottage to add texture to my work.

RE – To consider who inspires us and why

- To identify inspirational people/role models for the world today
- To describe the qualities that inspirational people might have

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	<p><u>French – I can say different colours in French</u></p> <ul style="list-style-type: none"> I can understand colours I read and hear <p><u>PSHE</u> Final Assessment – return to baseline and add extra understand of medicine. -</p>
<p>Vocabulary Climate change, coast line, flora and fauna, Star Carr, archaeological site, compare, contrast, similar and differences, farming, hunting and gathering, farmstead, community, mental working, bronze, black smithing .</p>	<p>Vocabulary Science: Rock, stone, pebble, boulder, grains Hard, soft, absorb water, permeable, sediment, float, sink. Art: Abstract, composition, frame, gestural, mark making, scale, frottage, tone RE: leadership, qualities, charisma, leader, follower, volunteer, charity, faith, expression, inspiration, role model French: bleu, blanc, rouge, noir, jaune, vert, rose, marron, violet, gris, orange, C'est de quelle couleur?</p>