



## Moorside Community Primary Academy - Theme Overview

Year: 3

Term: Autumn 1

Theme: Stone Age



### Key Learning

1	To put events into chronological order	Children to understand what chronological order means and put events from the Stone Age in order.
2	How do we find out about the past?	Using text books children will use comprehension skills to find learn how archaeologists find out about the past.
3	How did Stone Age people communicate?	Understand the people back then couldn't talk so communicated through drawings. - link to art.
4	What were Stone Age homes like?	To explore how the homes changed over periods of time.
5	What did they eat?	Children are to understand that Stone Age people had to hunt for their own food and scavenge for berries and nuts.
6	What is Skara Brae and what does it prove/show?	To understand that evidence such as Skara Brae can explain how people may have lived.
7	What was Stone Henge built for?	Class discussion about what Stone Henge could have been used for.
8	How have times changed since the Stone Age?	What could we have learnt from people during the Stone Age? How have they influenced life today?
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### Key People/Places/Facts

1	Palaeolithic period (Old Stone Age)	The earliest and longest of the Stone Age periods. It literally means 'old stone'
2	Mesolithic (Middle Stone Age)	The period between the last ice age and the beginning of farming.
3	Neolithic (New Stone Age)	Begins with the onset of farming and ends as the beginning of metal technology begins.
4	Skara Brae	Neolithic settlement built in Scotland
5	Stone Henge	Built between the Neolithic and Bronze Age.
6	Early Humans	The first form of humans
7	Homo sapiens	Scientific name for humans
8	Hunter gatherers	People that hunt for their food.
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### Big Questions

1	Should hunting be legal in the UK?	Debate opportunity. Pupils will discuss the pros and cons of animal hunting. What effect does it have?
2	What was Stone Henge used for?	Discussion around what Stone Henge could have been used for.
3	Differences between the Stone Age and modern day?	Discussion comparing the Stone Age and modern day.

### Vocabulary

Tier 2	Tier 3
Neolithic	Archaeologist
Mesolithic	Differences
Palaeolithic	Similarities
Hunter-gatherers	Agriculture
Cave painting	Settlement
Homo Sapiens	Weapons
Skara Brae	Prehistory
Neanderthal	Chronological

## **ENGLISH**

### **Reading:**

This half term Year 3 will read a class novel for the term. They will **read a variety of texts** including information texts, diary entries and reports to explore the different ways that texts are structured. The children will also have time during the week to read books from our school library.

### **Writing:**

This half term, Year 3 will be taking on different writing opportunities. They will be writing **diaries** using first person and taking on the role of the Stone Age Boy to describe how they are feeling in their new environment. They will use **noun phrases** and the 5 senses to write **descriptions of fire** based on the stone age boy text camp site. Pupils will also use their understanding of the stone age to write a non-chronological report. There will be opportunities for writing in other subjects as well.

### **Book/Author:**

Stone Age Boy - Satoshi Kitamura

## **ENRICHMENT**

- Halloween games and activities
- Learning about the origin of Halloween.
- Sensory time friendship groups and games.

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## **ART & DESIGN**

Study the significance of cave paintings. Pupils will create their own using colour mixing, particularly of greens, browns, reds and greys. They will create cave painting hands using a paint flicking

Children will Create cave paintings using charcoal and natural materials gathered from outside.

## **MUSIC**

Year 3 will use songs to secure and practise their times tables. Children will learn about prehistoric music and replicate sounds.

## **PE**

WLSPx2 weekly. Children will take part in games lessons.

## **SEAL/PSHE**

JIGSAW - Being me in my world.

## **COMPUTING**

Children will follow the purple mash scheme of work which will require them to code. They will focus on developing their computing skills and how to use search engines effectively.

## **SCIENCE**

### **Rocks**

This half term, Year 3 will be exploring rocks: the different types and how they are formed, the relation between rocks and soil, the Earth's layers and fossils. They will compare rocks from different areas of the school and identify differences and similarities. Children will be given the opportunity to discover how without soil there would be no life on earth and that rocks create the basis for soil.

How and why do rocks change over time? Understand the rock cycle.

Pupils will describe in simple terms how fossils are formed and which type of rock they are most found in.

### **Scientific Vocabulary**

Fossil  
Weathering  
Erosion  
Sediment  
Sedimentary  
Metamorphic  
Igneous  
Inner core  
Volcano  
Outer core  
Crust  
Mantle  
Compaction

## **HISTORY**

Children will learn about the stone age and the early human way of life. They will learn about monuments and structures left from that time as well objects and relics found

## **RE**

Children will consider right and wrong. Think about the choices they make and what consequences it has Linked to PSHE. They will learn about the festival of Diwali and the religion of Hinduism.

## **LANGUAGES**

Pupils will learn numbers, greetings and how to introduce themselves.

## **MATHS**

### **Number and place value**

Pupils will continue to develop their times tables knowledge. Each week, there will be a different times table focus and they will be tested on this weekly. Pupils will be focusing on recognising the place value of each digit in three-digit numbers. They will also be comparing, ordering, estimating and reading and writing numbers up to 1000 in words. They will use all these skills to solve word and practical problems.

### **Addition and subtraction**

Pupils will be adding and subtracting ones, tens and hundreds to three digit numbers. They will learn the written methods for addition and subtraction were they have to exchange and regroup and use these to solve problems, including missing number problems.

