

<b>The Stone Age</b>	<b>Year 3 Autumn 2</b>
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	Prior Knowledge	New Knowledge	Future Knowledge
<b>History</b>	The Great Fire of London Life in 17th Century Events of the Great Fire of London How we know about the Great Fire (Samuel Pepys and others). Post-Great Fire rebuild and impact on modern London. (Y2)	Changes in Britain from the Stone Age to the Iron Age Survival during the Stone Age Skara Brae & Stonehenge Copper mining in the Bronze Age Hillforts & Druids	The Roman Empire and its impact on Britain. (Y4) Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England. (Y5)
<b>Science</b>	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.	Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in °C. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Key Questions	Key Individuals	Key Vocabulary
How did people survive in the stone age?  How did life improve in the iron age?  What was daily life like in this period?  What is the significance of Skara Brae and Stonehenge?	<p><b>John Lubbock</b> (1834-1913) a British archaeologist, who coined the terms 'Paleolithic' and 'Neolithic' to denote the old and new Stone Ages.</p> <p><b>Arthur Evans</b> (1851-1941) a British archaeologist, who was a pioneer in the study of the Bronze Age.</p>	<p><b>Archaeologist</b> - someone who digs in the ground to find clues about the past</p> <p><b>Prehistory</b> - a period in history before official written records.</p> <p><b>Knapping</b> – slicing off pieces of stone with another stone to make weapons and tools.</p> <p><b>Hunter gatherers</b> - people who hunt animals and gather plants for their food.</p> <p><b>Settlement</b> - A place where there were several stone-age shelters, like a small village.</p> <p><b>Hillfort</b> - Fort built on a hill with outer walls or ditches for defensive purposes</p>



**Year 3 will be exploring the topic: 'The Stone Age'. This unit of work will have a specific focus on developing the children's knowledge, skills and understanding in Science and History.**

Maths	English	Home
<p>Addition &amp; Subtraction</p> <ul style="list-style-type: none"> <li>• Subtract a 2-digit number from a 3-digit number – crossing 10 or 100</li> <li>• Add two 3-digit number – not crossing 10 or 100</li> <li>• Add two 3-digit number – crossing 10 or 100</li> <li>• Subtract a 3-digit number from a 3-digit number – no exchange.</li> <li>• Subtract a 3-digit number from a 3-digit number using exchanges</li> </ul> <p>Multiplication and Division</p> <ul style="list-style-type: none"> <li>• Multiplication – equal groups</li> <li>• Multiply by 3</li> <li>• Divide by 3</li> <li>• Multiply by 4</li> <li>• Divide by 4</li> <li>• Multiply by 8</li> <li>• Divide by 8</li> </ul> <p>Revisit and consolidation: 2, 5 and 10 times tables. Learning: 4 and 8 times tables.</p>	<p>We will be studying:</p> <p><i>'Stone Age Boy'</i> by Satoshi Kitamura <i>'How to Wash a Woolly Mammoth'</i> by Michelle Robinson</p> <p><b>Genre:</b> <u>Narrative</u> To compose and rehearse ideas orally before writing. To begin to create characters and plot in narratives. To begin to use ideas from their own reading and modelled examples to plan their writing. Plan, draft, edit and publish a narrative suggesting improvements to their own writing. Begin to consider the use of paragraphing to show change in Time, topic, place or person.</p> <p><u>Instructions</u> Recap features of instructions. Using numbered sequences. Use imperative verbs and prepositions. Develop use of adverbs and adjectives to improve description.</p> <p><u>Poetry</u> Writing a narrative poem Recognising features of poems – similes and onomatopoeia</p>	<p>Families can support learning in the following ways:</p> <ul style="list-style-type: none"> <li>• Accessing weekly home learning tasks via Google Classroom</li> <li>• Supporting the development of times tables skills via regular practice on Times Tables Rock Stars</li> <li>• Reading daily at home</li> <li>• Accessing MyMaths for weekly maths homework (KS2)</li> <li>• Find rocks in your garden or in a local park and describe if they are hard or smooth.</li> <li>• Prepare and cook a stone age feast.</li> <li>• Look at stone age clothing and perhaps make your own.</li> </ul>