



non privilegio sed iure discimus



Meet the Flintstones	
By the end of this unit children will know...	
<ul style="list-style-type: none"> • How to use more than one source of historical enquiry. • How to place events, artefacts and historical figures on a timeline using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line and through scientific enquiry. • How to ask questions to support their discussions and deeper thinking. • How to suggest cause and consequence of some of the main events and changes in history. 	

Intent	Implementation	Impact	Celebrate
<p>To develop chronological knowledge with reference to the Stone Age and where it sits on a timeline.</p> <p>Drawing on the children's previous knowledge and understanding of past events in history.</p> <p>After investigating artefacts of the period, the children will have an opportunity to design and make their own.</p>	<p>The children will physically place events and artefacts on a timeline using dates.</p> <p>The children will design and make their own Stone Age artefact using the skills and methods of those from the period.</p>	<p>The children will begin to have an understanding of the different periods in history and where their place will be on the timeline.</p> <p>The children will have designed and made a historical artefact and made changes along the way as they evaluate their designs.</p>	<p>The children will be able to discuss when the Stone Age happened making references to the timeline.</p> <p>The children will be able to explain how fossils are formed and show their own ones made.</p> <p>The children will have designed and made a Stone Age artefact using skills and methods from the period in history.</p>

<p align="center">Core Subjects: Links to theme</p>
<p align="center">English</p>
<p>To write a story about a stone age child. To write a brochure persuading the reader to visit Skara Brae. To read and answer comprehension questions about 'The Abominables' by Eva Ibbotson.</p>
<p align="center">Mathematics</p>
<p>Multiplication and division facts for the 3x, 4x and 8x tables. Addition and Subtraction mental methods within 3 digit numbers</p>
<p align="center">Science</p>
<p>Investigate and compare properties of rocks. Find out about fossils and recognise the differences between these and rocks.</p>
<p align="center">Computing</p>
<p>Design and create content using a program on the laptops. Understand how to make a program and what the term debug means and how to do it.</p>

Title of Topic: Year : Knowledge Content	
Personal Development	Foundation Subjects
Spiritual	History & Geography
<p>Reflect on, consider and celebrate the wonders and mysteries of life as it evolves</p>	<p>To generate questions to find out about events in the past, what would you ask a caveman? To sequence events on a time line. To understand the importance of Stone Age inventions. To understand cause and effect of main events in history. To understand how the introduction of farming changed Stone Age life. Study life on Skara Brae.</p>
Moral	Art & Design and Design Technology
<p>Know how to help if someone is being bullied</p>	<p>Art and Design: Draw the stages of Early Man. To reproduce cave paintings. To create a mould for an arrow head to be made out of chocolate. Design and make a decorated pot.</p> <p>Design Technology: To make a moving vehicle – a cart with moving wheels. To design and make an early settlement.</p>
Social	Music and Languages
<p>Celebrating our character strengths</p>	<p>Music: Continue to learn to play the recorder with our music teacher. Learn and remember songs for the Christmas performance.</p> <p>German: Healthy lifestyle</p>
Cultural	Physical Education
<p>Begin to understand the culture of past civilisations and how life was different. 'Has Christmas lost its true meaning?'</p>	<p>To throw and catch a ball in isolation and in combinations. Take part in and perform dances using a range of movement patterns. To also compare their performances and make appropriate improvements.</p>

Core Subjects:
English
In narratives, create settings, characters and plot In non-narrative material use simple organisational devices
Mathematics
Calculate mentally and using formal written methods problems up to three digits Identify and recall division and multiplication facts for the 3x, 4x and 8x tables.
Science
To compare and group rocks and describe the formation of fossils To examine the properties of rocks using various tests
Computing
Design and create content Write (and begin to debug) programs that accomplish specific goals Work with various forms of input and outputs

Title of Topic: Year : Links to National Curriculum Framework Skills	
Foundation Subjects	
History & Geography	
<p>History:</p> <p>Use evidence to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe the characteristic features of the past, including experiences of everyday life. Understand the concept of change over time, representing this, along with evidence on a time line. Place events, artefacts and historical figures on a time line using dates. Suggest causes and consequences of some of the main events and changes in history. Describe different accounts of historical events, explaining some of the ways the accounts may differ. Use appropriate historical vocabulary to communicate e.g. chronology, era.</p>	
Art & Design and Design Technology	
<p><u>Art & Design:</u></p> <ul style="list-style-type: none"> • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Use shading to show light and shadow. • Use clay and other mouldable materials. • Create original pieces that are influenced by studies of others. 	<p><u>Design Technology:</u></p> <p>Design with purpose by identifying opportunities to design. Make products, refining the design as work progresses. Refine work and techniques as work progresses, continually evaluating the product design. Identify some of the great designers in all areas of study. Improve upon existing designs, giving reasons for choices.</p>
Music and Languages	
<p>Music:</p> <p>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.</p> <p>German:</p> <p>Listen attentively to spoken language and show understanding by joining in and responding. Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	
Physical Education	
<p>Use running, jumping, throwing and catching in isolation and in combination. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	

Core Subjects:
English
Children can write a narrative and include, characters, plot and setting. Children can write a persuasive brochure, encouraging people to visit Skara Brae.
Mathematics
Children demonstrate they can calculate upto 3 digit numbers both mentally and in written form. Children demonstrate their ability to solve multiplication and division questions within the 3x, 4x and 8x tables.
Science
Children demonstrate an understanding of the differences between different rocks. Children demonstrate that they can describe the processes involved in forming a fossil.
Computing
Children can demonstrate how to design and create content Children can demonstrate how to write programs and debug as necessary Children demonstrate they can work with various forms of input and output

Title of Topic: Year : Core Skills/Assessment Opportunities
Foundation Subjects
History & Geography
Children can write and ask appropriate questions about the past Children can place events on a timeline extending beyond 0 AD. Children can suggest some consequences of some of the main changes from the Stone Age to the Iron Age
Art & Design and Design Technology
Art and Design: Children can use observational drawing skills adding shading. Children can use different media to achieve variations in line, texture, tone, colour, shape and pattern. Design Technology: Children can make a moving vehicle
Music and Languages
Music: Children can play a piece of music on the recorder. Children can learn and remember songs to sing for the Christmas Performance.
Physical Education
Children demonstrate that they can throw and catch a ball in isolation and in combination. Play throwing and catching games in pairs and small groups. Children learn and perform dances linked to our Stone Age topic. To then think about their performance and what changes they would make to improve shape, speed, balance etc.

English

Text Type	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Narrative	<p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house...</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>	<p>Simple sentences with extra description. Some complex sentences using because, which, where etc.</p> <p>Tense consistent e.g. typically past tense for narration, present tense in dialogue</p> <p>Dialogue is realistic and conversational in style e.g. Well, I suppose... Verbs used are specific for action e.g. rushed, shoved, pushed Adverbials e.g. When she reached home...</p>	<p>Year 3 ambitious vocabulary used</p> <p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p> <p>Adjectives Choose appropriate adjectives</p>	<p>Noun Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense</p> <p>Adverbs Introduce/revise adverbs</p> <p>Express time and cause Then, next, soon</p>	<p>Introduce possessive apostrophes for plural nouns</p> <p>Introduce inverted commas</p>

<p>Persuasive brochure</p>	<p>Clear introduction.</p> <p>Points about subject/issue</p> <p>Organised into paragraphs</p> <p>Sub-heading used to organize texts.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.</p> <p>Start sentences with verbs e.g. imagine, consider, enjoy.</p>	<p>Surely</p> <p>Obviously</p> <p>Clearly</p> <p>Don't you think...</p> <p>Firstly</p> <p>Secondly</p> <p>Thirdly</p> <p>My own view is</p> <p>My last point is</p> <p>My final point is</p> <p>Imagine</p> <p>Consider</p> <p>Enjoy</p>	<p>Noun</p> <p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Verbs</p> <p>Present perfect forms of verbs instead of 'the'</p> <p>Adjectives</p> <p>Choose appropriate adjectives.</p> <p>Connectives/conjunctions</p> <p>Express time and cause (when, so, before, after, while, because)</p> <p>Tense</p> <p>Correct and consistent use of past and present tense.</p> <p>Adverbs</p> <p>Introduce/revise adverbs.</p> <p>Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>
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Mathematics

Number	Calculation	Fractions	Shape & Measure	Data
	Recall & use multiplication & division facts for the 3, 4, & 8 times tables.	Count up and down in tenths Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one digit numbers or quantities by 10.	Draw 2-D shapes and make 3- D shapes using modelling materials.	