


TOPIC TITLE: YEAR 3/4

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| <p>MEET THE FLINSTONES</p>  | <p>ART: As artists we will: Explore prehistoric art, recreating the style of cave artists using charcoal and natural pigments. Experimenting with colour mixing, and creating large-scale artworks, enhancing both artistic skills and historical knowledge.</p> <p>Our artist study is L S Lowry</p> | <p>HISTORY/GEOGRAPHY As Historians we will: Use sources of evidence for historical enquiry to understand life in the Stone, Iron and Bronze ages. Suggest some consequences of the main changes from the Stone Age to the Iron Age. Develop chronological understanding by placing events, and artefacts on a timeline. Study life on Skara Brae using secondary sources.</p> <p>As Geographers we will: Look at the start of land use as humans start to settle and farm. Locate on maps significant locations discussed. Learn about different types of settlement and how land is used within these.</p> | <p>KEY QUESTIONS</p> <ul style="list-style-type: none"> • How do early humans look different to modern people and when did they exist? • What were the different periods in the Stone Age and how did they vary? • What was discovered during the Stone Age? Why were these discoveries important? • What was life like in the Stone Age as a hunter gatherer? • How did the introduction of farming change Stone Age life? • What was life like in Skara Brae? • What progress was made after the Stone Age? • What are the important features of a settlement site? • How is land used in the UK? |
| <p>COMPUTING: In computing we will: Use Spreadsheets (Information Technology). The children will use skills learnt in these units to record data to show land use a local area.</p> <p>In Coding (Computer Science) we will design and make a game linked to 'How to wash a woolly mammoth'.</p> | <p>DT As designers we will: Make and evaluate 3 different types of mechanisms for a mechanical toy car. We will then use this knowledge to put together our own toy car and compare it against other models.</p> | | <p>ENGLISH: As readers we will: Study 'Stone Age Boy', 'How to wash a Woolly Mammoth' and 'Stig of the Dump'. Read information texts on Skara Brae and the Stone Age. Look at narrative poems, such as The Adventures of Isabel by Ogden Nash.</p> <p>As writers we will: Write a diary extract or a recount as a day in the life of a stone age boy. Write a diary entry detailing an adventure with someone from the Stone Age. Write a persuasive text to encourage the reader to visit Skara Brae to learn about its discovery. Write a non-chronological report about life in the Stone Age. Write a narrative poem in the style of Ogden Nash.</p> |
| <p>PE In Real PE, we will: Develop ball skills coordination and dynamic balance on a line. In Dance, we will: Develop shapes and create sequences of movement with these through partnering and artistry. In Athletics/Striking & Fielding Games, we will: Use striking and fielding skills in a game; design and play games.</p> | <p>MATHS: As mathematicians we will: Learn about decimals (including money) and time. Identify properties of shape and give position and directions. Study statistics.</p> | <p>MUSIC: As musicians we will: Be developing our musical knowledge and understanding of Jazz. We will then use this to understand what a musical motif is and create some of our own.</p> | <p>SCIENCE: As scientists we will: Compare and group together different kinds of rocks based on their appearance and simple physical properties, using scientific language. Describe in simple terms how fossils are formed. Recognise that soils are made from rocks and organic matter. Recognise what causes sound and how it travels. Understand what pitch and volume are and that sounds can get fainter with distance.</p> |

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| <p>LANGUAGES As linguists we will: Days of the week Months of the year Joyeux anniversaire- Quel est la date de ton anniversaire? Quel date sommes nous?</p> <p>Introduce masculine and feminine nouns</p> | <p>PSHE/ SMSC/ BRITISH VALUES We will learn about: Relationships – Family roles and responsibilities; Friendship; Keeping myself safe online; Being a global citizen; Celebrating my web of relationships.</p> <p>Changing Me – How babies grow; Babies; Outside body changes; Inside body changes; Family stereotypes; Looking ahead.</p> <p>These units are covered through the Jigsaw programme.</p> | <p>VISITS & EXPERIENCES A trip to Outback2Basics. Here we will be set to work as part of a real Stone Age tribe.</p> | |
| <p>RE: In RE we will: Be looking at the following units – What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important (CWA syllabus) We will look at how religion and history can often entwine and what happens in the past can still be significant in the present. We will look at how religions and worldviews change over time and are shaped by people, places, the time/era, significant events and power dynamics. Kingdom of God: When Jesus left, what was the impact of Pentecost? (from the Understanding Christianity programme) - We will look at how Christians believe that Jesus inaugurated the ‘Kingdom of God’. For Christians, Pentecost marks a pivotal point, as Pentecost is considered the birth of the Christian Church, as the disciples, empowered by the Spirit, began to spread the message of Jesus and establish a community of believers.</p> | | | |