

**Year Group: 3 Term: 4**

**Project Title: Through the Ages**



In the Through the Ages project, children will learn about three different periods of British pre-history: the Stone Age, Bronze Age and Iron Age. They explore the changes to people, homes and lifestyle throughout the different periods and investigate examples of prehistoric settlements, monuments, burials and artefacts in detail. They will also study how technology improved over time, including how the discovery of different metals changed the way that people lived.

Maths

Fractions

Children understand the concept of a whole as being one object or one quantity. Children explore making and recognising equal and unequal parts. They should do this using both real life objects and pictorial representations of a variety of shapes and quantities.

Mass and Capacity

Give children a variety of objects to weigh using scales, so that they can understand what a given number of grams can look or feel like. This also provides the opportunity to bring in the learning from the previous step, giving children a chance to read a variety of different scales, and compare this to the number lines they used in the last step. When reading scales, children need to work out missing intervals between numbers. T

Literacy

Reading Spine: Escape from Pompeii

Fiction : Elf Road—Genre: Portal/Voyage and Return  
Context: Setting and Character

Non fiction: Diary Entry—Narrative—Stone Age  
Child / Day in the Life

Poetry: Structured haiku Christmas poems.

The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading.

History

Children will explore the meaning of the historical terms era, century, millennia, BC, AD, BCE and CE. Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts.

Science

Children will compare how things move on different surfaces. Children will identify that some forces need contact between 2 objects, but magnetic forces can act at a distance. Then they will observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials

R.E

UC Concept: God

Key Question: What do Christians believe God is like?

Key learning points and digging deeper

ART and DT

Make Stone Age shoes using hand sewing techniques.

PE

Games - Net/Wall - Tennis — Complete PE

The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.

Music

Raise the Roof

Practice 6 songs for our Raise the Roof performance.

Performance between May 2<sup>nd</sup> - May 15<sup>th</sup>

PSHE/C

Jigsaw—Helathy Me

Being fit and healthy. What do I know about drugs?

Keeping safe. My Amazing Body.

MFL: French

Ou habites-tu

Saying your nationality—Saying the country you come from and the language you speak