

Unit planner: What rocks about the Stone Age? Year 3 5 week

<p>Lead Subjects: Literacy, History, Science, Music, PSHE</p>	<p>Starter: A parcel from the Great British Museum exploring the contents (artefacts). Outcome: Children to have a strong understanding of prehistory and comparison to life now.</p>	
<p><u>Writing</u> Pupils should be taught to: Plan writing by discussing writing that is similar. Plan by discussing and recording ideas. Write narratives, creating settings, characters and plot. Write by organising work into paragraphs as a way of grouping related material. Write using the main features of instructions, including co-ordinating and subordinating conjunctions. Use headings and sub-headings Draft and write by recording ideas in a given structure. Spell words correctly from the yr 3 literacy appendix. Proof read own work to check for errors in spelling, grammar and punctuation. Evaluate and edit own work using Purple Polishing Pens to make corrections. Read work out loud to a group or the whole class with fluency and accuracy. Write using a legible joined script.</p> <p><u>History</u> Pupils should be taught to: Place historical periods in a chronological framework. Use a variety of resources to find out about the past. Make comparisons between different periods of history.</p> <p><u>Science</u> Pupils should be taught to: Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Report on the findings of their enquiries.</p> <p><u>Music</u> Pupils should be taught to: Sing songs with multiple parts with increasing confidence Play and perform in solo or ensemble contexts with confidence Begin to listen to and recall sounds with increasing aural memory</p> <p><u>Art</u> Pupils should be taught to: Experiment with materials to create a range of effects and use the taught techniques in the completed piece of work. Use care and control over materials and their use. Explain what they like or dislike about their work.</p> <p><u>PSHE</u> Pupils should be taught to: Keep emotionally and physically safe. Manage their emotions. Know what is right and what is wrong. Understand the schools STOP programme. Recognise opportunities to make their own choices about food/ a balanced diet.</p> <p><u>Computing</u> Pupils should be taught to:</p>	<p>Objective: What can be found in the ground?</p> <ul style="list-style-type: none"> • Children to investigate artefacts delivered from the museum. • Find out about the life of an archaeologist how does what they do help us to understand about history? • Time lining- what different periods of history do the children know? Can we put these on a timeline? <ul style="list-style-type: none"> • Stone Age Workshop 	
	<p>Objective: Why might you fall down a hole?</p> <ul style="list-style-type: none"> • PSHE bullying- running from problems. 	
	<p>Objective: Could you survive in the stone age?</p> <ul style="list-style-type: none"> • Look at Stone Age life, investigating how stone tools were used. • Why was life different to the life we live now? What similarities can you find? • Design a stone-age tool to use that makes life easier. • Compare and contrast "diet" (paleo diet) • What constitutes to a healthy diet? 	
	<p>Objective: Why have some animals become extinct?</p> <ul style="list-style-type: none"> • Lifecycles of animals. • Skeletons- how an animal's skeleton works and what we can learn about animals from them. • What is extinction- why do some animals seem to just disappear? Look at some of the stone-age animals from the book. 	
	<p>Objective: What could you do for fun in the stone age?</p> <ul style="list-style-type: none"> • Music - Learn Stone Age song and perform with a beat. • Can you create your own cave painting? • Can you write your own stone-age celebration music? 	
	<p>Pupil lead learning:</p> <ul style="list-style-type: none"> • 	
	<p>Reflection:</p> <ul style="list-style-type: none"> • Compare the lives they live now to those of the stone-age, what is different and the same? Where would they choose to live? 	

With support select and use a variety of software to accomplish goals.			
Text types:	Literature:	ICT:	Assessment Opportunities:
<ul style="list-style-type: none"> • Instructions • Narrative 	<ul style="list-style-type: none"> • Stone age boy. 	<ul style="list-style-type: none"> • Create a Stonehenge using paint. • Seesaw 	<ul style="list-style-type: none"> • Outcome piece at the end of the Literacy Unit. • Group work assessment during dig and music composition.