



Year Group	Year 3 ▼	Term	Autumn ▼
Project Title/Theme	Stone Age and Flintstones ▼	Subject	Select Subject ▼

Notes

The Autumn project in Einstein Class is "The Flintstones". The room will be decorated in natural colours, paper will be used to make cave walls. A cave woman will greet visitors at the door! Books that we will read are: Stone Age Boy, Stig of the dump, Skara Brae, The first drawing and a selection of non-fiction texts. During this project we will focus on three ages in history – Stone Age, Bronze Age and Iron Age; investigating the people, lifestyles, the archaeological finds, the monuments and historical data from each period. We will incorporate a virtual museum tour (Superb Starter) and look at artefacts from each period in history. We will look at the reasons that people chose to live in certain areas and how these settlements have developed over the years. We will focus on two settlements: Stonehenge and Skara Brae, comparing the two sites and their importance as Heritage sites. We will investigate how farming changed over the three ages and how technology influenced this. We will study the movement of people during the ages and look closely at the Celts and their lifestyle. We will look at the role of archaeologists and palaeontologists and how they piece together the past (Enthralling ending). In our Science lessons we will look at: fossils and rocks; the human body; our skeleton, teeth and muscles. This will also link to cooking and nutrition, as we will create simple Stone Age dishes to try (Mix it up middle) Our computing curriculum will focus on photography, we will take photos around the school using the iPads, we will manipulate them using apps. We will learn about famous photographers, including Lord Lichfield. We will create wonderful pieces during our Art lessons, including pastel cave drawings, clay pottery and authentic jewellery from each period in history. We will work with the colour wheel, making secondary and tertiary colours. We will experiment with different brushes during our colour wheel work. Our RE lessons this term will focus on Hinduism and Christianity. We will be studying Christian artefacts, symbols, stained glass and the layout of a Christian church. We will investigate who the saints are and why are they important? We will investigate Hinduism and how God is worshipped in the home and Mandir? We will discuss the meaning of the story of Rama and Sita and how and why Diwali is celebrated.

Save Details

Show Details

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Autumn	Stone Age and Flintstones	Art	<p>To know that the primary colours (red, yellow, blue) make secondary colours (orange, green, purple)</p> <p>To know that mixing primary colours (red, yellow, blue) with secondary colours (orange, green, purple) make tertiary colours (Red-Orange, Yellow-Orange, Yellow-Green, Blue-Green, Blue-Violet, Red-Violet)</p> <p>To know that paintbrushes can make different marks of size and shape and create different textures</p> <p>To know the Batik process for dying fabrics (Wax resistant patterns and paint on fabric or paper)</p> <p>To know that Batik is an ancient art form originating in Indonesia</p>	<p>To be able to create a colour wheel to show primary, secondary and tertiary colours</p> <p>To be able to apply colour mixing knowledge in their artwork</p> <p>To be able to explore paintbrush sizes and shapes for a particular purpose</p> <p>To be able to choose the appropriate size or shape of paintbrush for their artwork</p> <p>To be able to create artwork using the Batik process of dying fabric with wax resistant patterns</p> <p>To be able to join textiles using running stitch, cross stitch and back stitch.</p> <p>To be able to use finer needles and threads in sewing</p> <p>To be able to recognise when art is from different cultures and historical periods</p>	<p>Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <p>3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book</p>

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Autumn	Stone Age and Flintstones	Computing	<p>To know how to take a picture on a piece of technology, e.g. iPad.</p> <p>To know how to edit an image using an app or program.</p> <p>To know how to use technology safely, respectfully and responsibly.</p>	<p>To be able to take an in-focus picture on an iPad.</p> <p>To be able to collaborate to edit an image on an app or program, such as PicCollage, ChatterPix or Snapseed.</p> <p>To be able to use technology safely, respectfully and responsibly by communicating how to keep safe online.</p>	<p>Photography, photograph, focus, in-focus, out of focus, data, collaborate, manipulate, edit/editing, media, image, input, output.</p>

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Autumn	Stone Age and Flintstones	DT and Cooking and Nutrition	<p>To know how food is grown – lifecycle of a plant/food</p> <p>To know how to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>To know what a varied diet looks like</p> <p>To know that designs should meet a criteria to appeal to the consumer or be appropriate for use</p> <p>To know which materials would be best to create and make a structure</p>	<p>To be able to prepare foods using the correct tools safely</p> <p>To be able to cook dishes with the support of an adult</p> <p>To be able to create an eatwell plate</p> <p>To be able to generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>To be able to use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	Field, growing, balanced diet, cook, bake, chop
Year 3	Autumn	Stone Age and Flintstones	Geography	NA	NA	NA

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Autumn	Stone Age and Flintstones	History	<p>To understand when the Stone Age fits on the timeline of history and this falls before the Bronze and Iron Age, but after the Ice Age</p> <p>To understand how we know about Prehistoric Britain</p> <p>To know which animals lived in Prehistoric Britain</p> <p>To know what the different periods in the Stone Age</p> <p>To know what the similarities and differences between Stone Age periods</p> <p>To know what artefacts from the Stone Age tell us about how people lived during the different periods</p> <p>To know what life like in a Neolithic settlements across the three periods</p> <p>To know how farming change how humans lived</p> <p>To know how the bronze age changed how humans lived and became more settled</p> <p>To know how iron age settlements differed</p>	<p>To be able to place the time studied on a timeline</p> <p>To be able to use terms and dates related to the topic</p> <p>To be able to sequence several events and artefacts</p> <p>To be able to find out about everyday lives of the people in the topic</p> <p>To be able to compare to our lives today</p> <p>To be able to identify the reasons for and the results of people's action</p> <p>To be able to identify and give reasons for different ways in which the past is represented</p> <p>To be able to distinguish between different versions of the same story and why they are different</p> <p>To be able to use a wide range of resources to find out about the period</p> <p>To be able to observe small details in</p>	<p>Empire, civilisation, parliament, peasantry, local, regional, national, cultural, military, economic, religious, social, late Neolithic, hunter - gatherers, Skara Brae, Stonehenge, forts, tribal, Prehistory, Hunter-gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic</p>

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				<p>from those homes before and why</p> <p>To know who the Celts were, and why did they use iron</p> <p>To know what monuments tell us about the Prehistoric period looking at Stone Henge and comparing it in a local study with monuments and places of worship in the village</p> <p>To know the meanings of these substantive concepts, slave, settlement (Yr 2 castles), tribe, conquest, peasant.</p>	<p>pictures and artefacts</p> <p>To be able to select and record information relevant to the topic</p> <p>To be able to start researching using the library and technology</p>	
Year 3	Autumn	Stone Age and Flintstones	Music	<p>To know about prehistoric musical instruments.</p> <p>To know how to compose a 'journey through a cave'.</p> <p>To know how to play and perform with confidence.</p>	<p>To be able to describe what prehistoric musical instruments are like and why, such as: bells, eagle bone flutes, rattles, whistles.</p> <p>To be able to use instruments to compose a journey through a cave.</p> <p>To be able to perform a composition with some confidence.</p>	Instrument, pitch: high, low, musical adjectives, compose, composition, create, perform, performance.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Autumn	Stone Age and Flintstones	RE	<p>To understand the importance of artefacts and symbols to a Christian</p> <p>To understand the layout of a church and their use of stained glass</p> <p>To understand who the saints were and why they are important (Yr 1 disciples introduced)</p> <p>To understand the similarities and differences of how God is worshipped in the home and in the Mandir</p> <p>To be able to retell the Rama and Sita story EYFS/Yr 1 milk and Jasmine Flower and The crying camel)</p> <p>To understand how Diwali is celebrated and its meaning (Previously know Rama and Sita story and Diva lamps)</p> <p>To understand how a Hindu child feels at Diwali time - linked to belonging and community</p>	<p>To be able to use religious keywords, to explain what religious people believe about the nature of God</p> <p>To be able to use religious keywords, to explain why scripture and the lives of founders are so meaningful to the lives of believers today</p> <p>To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to God</p> <p>To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to each other.</p> <p>To be able to describe what a believer might learn from a religious story</p> <p>To be able to begin to make links between the different religions and</p>	<p>Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Ten Commandments, Vicar, Worship,</p> <p>Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship, Brahma, Vishnu, Shiva, Avatars, Mandir, Lotus, swastika, saffron, Murti, Yoga, meditation, mantra, Rangoli, Mehndi, Holi, deities, Ganesha, Trimurti (link to maths and spellings prefixes)</p>

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					<p>their similarities</p> <p>To be able to use religious keywords and references to scripture, to explain why religious believers celebrate and practise their way of life and why they freely choose to observe religious rules</p> <p>To be able to understand the religious teaching from scripture or a religious teaching from a religious leader, explain how this teaching has changed their mind in some way</p> <p>To be able to use religious vocabulary to explain ways of life</p> <p>To be able to compare the understanding that religions give people a sense of longing and identify and the similarities and differences</p> <p>To be able to consider a whole range of ideas and beliefs about meaning,</p>	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					<p>purpose and truth from different religions and relate these ideas to your own</p> <p>To be able to explain, referring to a variety of religious and moral teachings and points of views, why some questions about right and wrong are a challenge to answer</p> <p>To be able to show how one teaching can be interpreted in a number of different ways by people of the same religion and by people in different religions</p> <p>To be able to ask important questions about life and compare with others</p>	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Autumn	Stone Age and Flintstones	Science	<p>To know different kinds of natural occurring rocks (Igneous – granite, basalt, Sedimentary – chalk, sandstone, Metamorphic – marble, slate) on the basis of their appearance and simple physical properties, including, hard, soft, permeable, impermeable and durable.</p> <p>To know fossils are formed when an animal dies and is covered with sediments that eventually becomes rock.</p> <p>To know soil is the uppermost layer of the earth and is made up of minerals, air, water and organic matter.</p> <p>To know animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>To identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>To be able to observe rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope.</p> <p>To be able to set up simple practical enquiries, comparative and fair tests, investigating what happens to different rock types when in water – (Chalk, granite, sandstone, whether or not is permeable)</p> <p>To be able to research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed, Using straightforward scientific evidence to answer questions or to support their findings.</p>	Rocks, Igneous, Sedimentary, Metamorphic, properties, fossil, sediments, soil, uppermost, layer, minerals, air, water, organic matter, nutrition, skeleton, muscle.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					<p>To be able to identify similarities and differences between different soils (topsoil, subsoil) and raise and answer questions about the way soils are formed.</p> <p>To be able to compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat and research different food groups and how they keep us healthy and design meals based on what they find out.</p> <p>To be able to identify and classify animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons.</p>	

