



JOHN HELLINS PRIMARY SCHOOL

Being the best we can be

Year Group

Year 3



Term

Autumn

Project
Title/Theme

Stone Age and Flintstones



Subject

Select Subject



Notes

Our autumn topic in Einstein class will be 'Stone Age and The Flintstones'. The theme will be a natural, stone like, environment with a range of different tools and models for the children to investigate and to spark inspiration and enthusiasm. In history, we will be delving into life in the Stone Age, learning about where the Stone Age fits into history, different settlements and what life was like during this period. This will be complemented by our 'superb starter' where the children will be taking part in a Stonehenge art themed day and our 'mix it up middle' where children will dress up and live a day as a Stone Age person! On this day, we will cover our DT objective of learning to cook a savoury dish. In science, the children will begin learning about different types of rocks and soils, this will then progress to investigating what happens when animals die and form into fossils. Our 'enthraling ending' will be a DT and computing themed day where we will be designing, building and marketing a Stone Age board game. We will also cover the human body, including nutrition and the use of the skeleton. This terms RE will focus on how and why people are welcomed into different communities and why Jesus is a special person to some religious people. In art, the children will be learning about different paint strokes and their effect, the effect of colour mixing and batik (an ancient form of dyeing.) We will of course, be reading a range of books such as: 'Stone Age Boy', 'Stig of the Dump', 'Skara Brae', 'The first drawing' and a selection of non-fiction texts.

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Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Autumn	Stone Age and Flintstones	Art	To know that the primary colours (red, yellow, blue) make secondary colours (orange, green, purple) (colour) 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 (colour) To know that paintbrushes can make different marks of size and shape and create different textures (texture, drawing) To know the Batik process for dying fabrics (Wax resistant patterns and paint on fabric or paper) (textiles and printing) To know that Batik is an ancient art form originating in Indonesia (textiles and printing)	To be able to create a colour wheel to show primary, secondary and tertiary colours To be able to apply colour mixing knowledge in their artwork To be able to explore paint brush sizes and shapes for a particular purpose To be able to choose the appropriate size or shape of paintbrush for their artwork To be able to create artwork using the Batik process of dying fabric with wax resistant patterns To be able to join textiles using running stitch, cross stitch and back stitch. To be able to use finer needles and threads in sewing To be able to recognise when art is from different cultures and historical periods	wax. brushes, pigment, paint, pastels, dyes, sponges, weaving, threads, fibres, fabric, lino, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, mood, screen printing, stencil cut, transfer, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book

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

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Year 3	Autumn	Stone Age and Flintstones	DT and Cooking and Nutrition	To know how food is grown – lifecycle of a plant/food (food) To know how to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (cooking) To know what a varied diet looks like (nutrition) To know that designs should meet a criteria to appeal to the consumer or be appropriate for use (designing and technical knowledge) To know which materials would be best to create and make a structure (technical knowledge)	To be able to prepare foods using the correct tools safely To be able to cook dishes with the support of an adult To be able to create an eatwell plate 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 To be able to use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	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	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 To understand how we know about Prehistoric Britain To know which animals lived in Prehistoric Britain To know what the different periods were in the Stone Age (Civilisations and Empires) To know the similarities and differences between the Stone Age periods To know what artefacts from the Stone Age tell us about how people lived during the different periods To know what life was like in a Neolithic settlements across the three periods To know how farming changed how humans lived To know how the Bronze Age changed how humans lived and became more settled	To be able to place the time studied on a timeline To be able to use terms and dates related to the topic To be able to sequence several events and artefacts To be able to find out about everyday lives of the people in the topic To be able to compare to our lives today To be able to identify the reasons for and the results of people's action To be able to identify and give reasons for different ways in which the past is represented To be able to distinguish between different versions of the same story and why they are different To be able to use a wide range of resources to find out about the period To be able to observe small details in	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

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

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Year 3	Autumn	Stone Age and Flintstones	PE	To know how to aim and throw a dodgeball. (Dodgeball) To know how to adjust body height to catch a dodgeball at different heights. To know what agility is. To know when to move to dodge a dodgeball. To know the basic rules of dodgeball. To know how to create a gymnastic movement piece independently. (Gymnastics) To know how to create a gymnastic movement piece in a group. To know how to combine movements showing different speeds, direction and levels. To know a range of turns. To know a variety of jumps. To know the technique of a vault using equipment. To know to control a hockey ball using a hockey stick. (Hockey Activities) To know how to hit a hockey ball with power and accuracy. To know how to tackle using a hockey stick. To know how to create a improvised dance with a partner. (Dance)	To be able to throw a dodgeball at a specific target. To be able to catch a dodgeball at a range of different heights. To be able to show agility when moving around a dodgeball court. To begin to be able to participate in a game of dodgeball. To be able to choose ideas in order to be able to create a movement sequence independently. To be able to choose ideas in order to be able to create a movement sequence in a group. To be able link combinations of movements of different speeds, directions and levels with increased confidence. To be able to use turns when moving. To be able to use a variety of jumps in a	Dodgeball, dodge, duck, move, agility, rules, throw Movement sequence, independent, group, speed, direction, levels, turn, jump, vault Hockey stick, Hockey ball, dribble, tackle, possession, shoot Improvise, simple dance, complex dance, stimulus, compare, adapt, dance routine, rhythm, expression

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				To know how to create routines based off a stimulus. To know how to adapt and change a dance. To know what rhythm and expression is.	movement sequence. To begin to be able to perform a vault using equipment. To be able to dribble a hockey ball showing control. To be able shoot towards a goal. To be able to make an attempt at tackling and gaining possession of a hockey ball. To be able to participate in a conditioned game of hockey. To be able to improvise with a partner to create a simple dance. To be able to create routines based on stimulus. To be able to compare and adapt a simple dance to create a more complex dance routine. To perform a simple dance with awareness to rhythm and expression.	

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Year 3	Autumn	Stone Age and Flintstones	RE	3.2 To know how and why people are welcomed into different communities. 3.4 To understand why Jesus is a special person to some religious people, and how might this help Christians lead a good life.	To be able to explain that we all belong to something. To be able to describe what a baptism is and why is it important to Christians. To be able to detail how babies are welcomed into Islam and why is it important to Muslims. To be able to recall how babies are welcomed into Hindu Dharma and why is it important to Hindus. To be able to explain what a Bar/Bat Mitzvah is and why is it important to Jewish children. To be able to explain if you need a religion to be part of a community. To be able to explain how you show someone they are special. To be able to describe who Christians believe Jesus is. To be able to detail what Christians	Community, identity, Christians, baptism, water, cross, ceremony, Islam, Allah Akbar, Hinduism, Mandir, Namkaran, ghee, Jews, Star of David, Bar/Bat Mitzvah, Son/Daughter of Commandment, Humanism. Jesus / Easa (Arabic), God, Prophet, Teacher, Parable, Miracle, Holy Trinity.

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					believe Jesus teaches them. To be able to recall what people can learn from Jesus' teaching. To be able to explain how Jesus might be important to other worldviews. To be able to describe what a good life is and how someone could achieve it.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Autumn	Stone Age and Flintstones	Science	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. To know fossils are formed when an animal dies and is covered with sediments that eventually becomes rock. To know soil is the uppermost layer of the earth and is made up of minerals, air, water and organic matter. 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. To understand how to identify that humans and some other animals have skeletons and muscles for support, protection and movement.	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. 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) 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.	Rocks, Igneous, Sedimentary, Metamorphic, properties, fossil, sediments, soil, uppermost, layer, minerals, air, water, organic matter, nutrition, skeleton, muscle.

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					To be able to identify similarities and differences between different soils (topsoil, subsoil) and raise and answer questions about the way soils are formed. 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. 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.	

