

Notes Ans Project Title Updated Successfully

**Project Title : The Flintstones - [2019 - Autumn - Year 3 - 3/4]**

| Subject               | Theme                                    | Objective  | Vocabulary   | Resources |
|-----------------------|--|--|--|-----------|
| Art                   | Design - drawing, painting and sculpture | To be able to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].    |  |           |
| Art                   | Sketch book                              | To be able to create sketch books to record their observations and use them to review and revisit ideas.   |  |           |
| Computing             | Computing - safety (Theme)               | To be able to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | password, privacy, virus, e-safety, social media, download, app, software, search engine |           |
| Cooking and Nutrition | Cooking and Nutrition (Theme)            | To be able to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  |  |           |
| Cooking and Nutrition | Healthy diet (Theme)                     | To understand and apply the principles of a healthy and varied diet.   | savoury, reared, caught, processed   |           |

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| Cooking and Nutrition | Where food comes from (Theme) | To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  |   |  |
| DT                    | Design                        | To be able to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.             | innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control |  |
| DT                    | Design ideas                  | To be able to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.    |   |  |
| DT                    | Make complex structures       | To be able to apply understanding of how to strengthen, stiffen and reinforce more complex structures.   |   |  |
| DT                    | Materials                     | To be able to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. |   |  |
| DT                    | Tools                         | To be able to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.                                      |   |  |
| History               | Stone Age                     | To understand changes in Britain from the Stone Age to the Iron Age.   |   |  |

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| Music   | Music - play and perform (Theme) | To be able to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.          | performing, duration, dynamics, tempo, timbre, texture, structure, chants, rhymes, articulation/projection, rehearsing, fast, slow, pulse, varying speeds  |                          |
| Science | Light and Shadow                 | To be able to recognise that they need light in order to see things and that dark is the absence of light  | reflect, translucent, transparent, opaque, shadow,   | Torches, mirrors, lenses |
| Science | Light and Shadow - reflection    | To understand that light is reflected from surfaces.   | reflect, translucent, transparent, opaque, shadow, mirror, lens.   | Torches, mirrors, lenses |
| Science | Light and Shadow - shadows       | To understand that shadows are formed when the light from a light source is blocked by an opaque object.   | reflect, translucent, transparent, opaque, shadow, dark, light, solid, block.  | Torches, mirrors, lenses |
| Science | Light and Shadow - sun           | To understand that light from the sun can be dangerous and that there are ways to protect their eyes.  | reflect, translucent, transparent, opaque, shadow, light, spectrum, light source, helium, hydrogen.  | Torches, mirrors, lenses |
| Science | Living Things - nutrition        | To be able to identify that 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 | nutrients, skeletons, muscles, movement, support, protection, fish, amphibians, reptiles, birds, mammals, invertebrates, molluscs, snails, slugs, worms, spiders and insects, ferns, mosses, nature reserves, ecologically planned, pollution, mouth, tongue, teeth, oesophagus, stomach, small and large intestines, carnivores, herbivores, canines, incisors, molars, pre-molars. |                          |
| Science | Rocks                            | To be able to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.   | fossils, organic matter, sedimentary, igneous, metamorphic, soil, sand.  | Rocks Resources Box      |
| Science | Rocks - fossils                  | To be able to describe in simple terms how fossils are formed when things that have lived are trapped within rock.   | rocks, texture, smooth, rough, texture, old, dinosaurs, volcano.   | Rocks Resources Box      |

|         |               |  |   |                     |
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| Science | Rocks - soils | To be able to recognise that soils are made from rocks and organic matter. | organic, top soil, sub soil, base layer | Rocks Resources Box |
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**Notes :** Classroom Environment - Reading area is a Stone Age cave. Display boards backed in hessian. Mammoth on the back wall, Mannequin dressed as a Stone Age woman. English display - Stig of the dump, key vocabulary and links to the book. Timeline of events. Table top displays -Artefacts, weapons and tools. Class reader - Stig of the dump. Other significant books – The first drawing, Ug, Boy, Stone Age boy, Stone Age, Explore the Stone, Bronze and iron Ages, History Detectives, Stone Age, Stone Age - find out, Stonehenge - English Heritage, Life and death in a hillfort. Cross curricular writing will include - Food and nutrition - food research and recipes. Science - experiment write ups and leaflets about healthy diet, skeleton, teeth and digestion. Design and Technology - evaluations of designs and critical thinking texts. Visits and visitors - a virtual tour of The British Museum (Bronze Age tour), Stonehenge virtual tour. Superb Starter - Cave painting using natural materials - twigs and sticks, natural paints made from powdered paint and earth, fabric painting. Introduce the vocabulary and the theme Prehistory. Discuss the 3 areas of Stone Age: Old Stone Age (Paleolithic), Middle Stone Age (Mesolithic) and New Stone Age (Neolithic) Look at the life of Stone Age people, including: hunting and gathering, farming, fishing, fire, food and nutrition (link this to Cooking and Nutrition and Science, make simple Stone Age meals), war and weapons, animals, shelter and homes (link to D&T - make shelters and dens), religion and beliefs, Stonehenge and settlements. Investigate Skara Brae, Cheddar Man, Stonehenge and Ouduvai Gorge. Look at how archaeologists investigate Stone Age life and what they have discovered. Look at how early humans developed in terms of skeletons and skulls (link this to Science - skeleton and teeth). Mix it up middle - D and T day - shelter building outside, designing shelters, making models and then building them outside, including evaluations of the dens. Move on to the Bronze Age. Study the Beaker people, their work and beliefs. Design and make Beaker pots out of clay. Look at how Bronze Age miners in Wales discovered copper and how to mix metals to make stronger metals. Look at how Bronze Age people settled more and stayed in areas for longer periods of time, creating communities. Discuss the differences in society between skilled metal workers and non-skilled people. Metalworkers were highly respected and they developed the world of trade. Investigate the changes in transport from Stone Age to Bronze age, including the wheel and horse drawn metal carriages used by Celtic tribes. Finally investigate the Iron Age and how iron overtook the other metals as it was so strong and good for making weapons and tools. Look at how the Iron Age changed the landscape of Britain, investigating hillforts and Maiden Castle and their use. Look at farming in Iron Age times and how the iron Age people developed their settlements (link this to D and T – design, make and evaluate model roundhouses). Study the Celts and their arrival in Britain during the Iron Age. Look at the two discoveries: Clonycavan Man and Lindow Man. Discuss how archaeologists date these findings and how historians use this information to create timelines in history. Enthralling Ending - Detective day. Dress up as archaeologists or someone from Stone Age, Bronze Age or Iron Age. Investigating what happened next. Give the children some evidence and clues. They will work in teams to investigate what happened next in history, creating timelines.

