

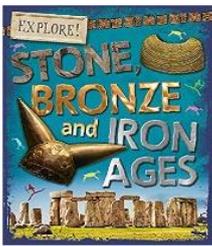
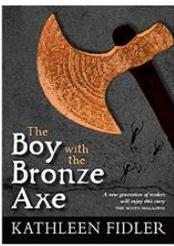
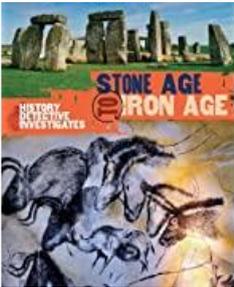
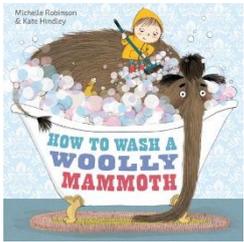
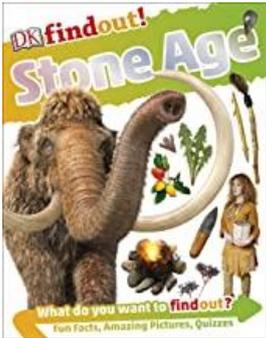
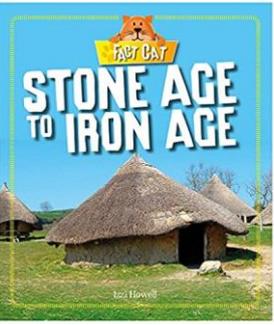
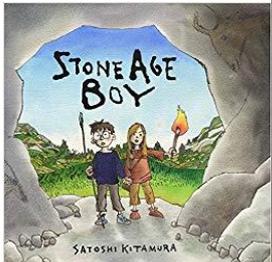


Topic-Medium Term Plan

Year 3 Autumn 2

Topic title	<u>Woolly Mammoths and Courageous Folk</u>
Enquiry Driver	History/ Geography/ Science
Enquiry Enhancer	Art/ DT/ Music/ Dance/ Science
WOW starter	Cave Art
National Curriculum Objectives	<p>Hi2/1.1 Pre-Roman Britain Pupils should be taught about changes in Britain from the Stone Age to the Iron Age <i>This could include:</i></p> <ul style="list-style-type: none"> a. <i>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i> b. <i>Bronze Age religion, technology and travel, for example, Stonehenge</i> c. <i>Iron Age hill forts: tribal kingdoms, farming, art and culture</i> <p>Sc3/4.2 Forces and Magnets Sc3/4.2a compare how things move on different surfaces Sc3/4.2b notice that some forces need contact between 2 objects, but magnetic forces can act at a distance Sc3/4.2c observe how magnets attract or repel each other and attract some materials and not others Sc3/4.2d 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 Sc3/4.2e describe magnets as having 2 poles Sc3/4.2f predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>
Key Knowledge and Skills (driver)	<p>By the end of this unit you should be able to:</p> <ul style="list-style-type: none"> - place key events from the Stone, Bronze and Iron Age into a simple timeline, and understand that the three ages span a period of approximately 10,000 years. - understand and use the abbreviation BC/BCE and AD - know how Britain changed between the beginning of the stone Age and the Iron Age - know what is meant by hunter-gathers - explain why each age is named the Stone, the Bronze and the Iron Age - generate historically valid questions about the Stone, Bronze and Iron Ages and carry out research to answer some of these questions - compare people's clothing and settlements across all 3 ages, identifying similarities and differences between these and giving some simple explanations e.g. Stone Age people did not have metal pins because they did not know how to work metal, but Bronze and Iron Age people did

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	<ul style="list-style-type: none"> - know that, in approx. 4000 BCE, farming was introduced into Bronze Age society and explain some ways in which this changed society and some ways it stayed the same.
<p>Key Knowledge and Skills (enhancer)</p>	<p><u>Science - Forces</u></p> <ul style="list-style-type: none"> • Know about and describe how objects move on different surfaces • Know how a simple pulley works and use to on to lift an object • Know how some forces require contact and some do not, giving examples • Know about and explain how magnets attract and repel Predict whether magnets will attract or repel and give a reason
<p>Supporting Text</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;">         </div>
<p>Main Writing Genre Type of writing Eg-Persuasive Writing, narrative, non chron report etc</p>	<p>1. Hook: Timeline and facts about why it is known as The Stone Age, Bronze Age and Iron Age.</p> <p>Focus: Explanation Text:</p> <p>Who walked here first?</p> <p>2. Hook: Watch the advert of Edgar</p> <p>Christmas Focus: Edgar and John Lewis Christmas Advert Competition – company wants children to design a friend for Edgar</p> <p>Focus: Character Description: A friend for Edgar</p>
<p>Reflection of Learning</p>	<p>If I lived through the Stone Age, Bronze Age and Iron Age, what could I have invented?</p>

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<p>Knowledge organiser</p>			
<p>Experts/ Experiences/ visits/ visitors</p>			
<p>Additional Link</p>	<p>Home Learning</p>	<p>Outdoor Learning</p>	<p>Community /citizenship</p>
		<p>Science Experiment</p>	
<p>Pupil Voice</p>	<p>Aspirations</p>	<p>Global Studies</p>	<p>Home Learning</p>