

Unit Planner: What Rocks about the Stone Age?

Year 3 - 5 Weeks

<p>Key Concepts: Power, Heritage, Responsibility, Change, Belonging</p>	<p>Intent: To compare and contrast life in the Stone Age and Life now. To explain the importance of an archaeologist and why they are significant in identifying periods of history. To understand the human body and its parts and to compare them to animals. To create a plan, create and evaluate a piece of music, which reflects the stone age period.</p>		
<p>National Curriculum Statements (Target Tracker)</p>	<p>Starter: A parcel from the Great British Museum exploring artefacts.</p>		
<p>Pupils will be taught to - <u>Science</u> Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. 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.. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <u>Art</u> Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. Explore shading, using different media. <u>Computing</u> With support select and use a variety of software to accomplish goals. <u>History</u> Use an increasing range of common words and phrases relating to the passing of time. Understand the changes in Britain from the Stone Age Place historical periods in a chronological framework Use a variety of resources to find out aspects of Roman life. Look at similarities and differences between ways of life in different periods. Understand some of the ways in which we find out about time – artefacts, diary.</p>	<p>Subject: History</p>	<p>Key Vocabulary:</p>	
	<p>Can I investigate artefacts? Can I find out the role of an archaeologist and why it is important to the stone age? Can I study different periods of history? Can I put key events on a timeline? Can I investigate Stone Age life: dwellings, tools and food? Can I compare and contrast Stone Age life and modern life?</p>	<p>AD, BC, Era, Towards the end..., Archaeology, Artefact, Settler, Stone Age Hunter - gatherer</p>	
	<p>Subject: Art</p>	<p>Colour, Tint, Shade, Blend, Texture</p>	
	<p>Can I use a variety of colours to create a stone age cave painting? Can I experiment with different effects and textures? Can I work confidently on a range of scales?</p>		
	<p>Subject: Music</p>	<p>Pulse, Dynamics, Tempo, Rhythm, Pattern, Expression, Pitch</p>	
	<p>Can I sing a tune with expression? Can I perform simple patterns? Can I keep a steady pulse? Can I play simple rhythmic patterns on an instrument? Can I sing, clap and play with varying tempos? Can I play clear notes on an instrument? Can I create repeated patterns with different instruments? Can I appraise and evaluate a piece of music?</p>		
	<p>Subject: Science</p>	<p>Carbohydrates, Fats, Fruit and vegetables Protein, Milk and dairy, Vitamins, Minerals, Diet, Nutrition, Water, Muscle, Body, Skeleton, Cranium, Ribs, Clavicle, Ulna, Humeras, Phalanges, Femur, Patella, Tibia, Metatarsals, Spine, Vertebrae, Pelvis</p>	
	<p>Can I understand the life cycle of animals? Can I understand the anatomy of a skeleton? Can I explain extinction and discuss the causes of Stone Age extinction? <u>Comparison of animals and humans:</u> Can I discuss criteria for grouping, sorting and classifying and use simple keys? Can I recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations? <u>Research stone age diet with current human diet:</u> Can I ask relevant questions and use different types of scientific enquiries to answer them? Can I begin to use straightforward scientific evidence to answer questions or to support their findings? Can I recognise which secondary sources will be most useful to research their ideas?</p>		
	<p>Subject: PSHE</p>	<p>Healthy, Unhealthy, Choices, Balance, Diet Hydrate, Stretch, Muscles, bones, Overweight, Underweight,</p>	
	<p>Can I recognise opportunities to make my own choice about food/a balanced diet? Can I think about the lives of people living in other places?</p>		
	<p>Subject: Computing</p>	<p>Mouse, Keypad, Control, Paint, Tool, Icon, Input, Design</p>	
	<p>Text types: Narrative (story and comic strip), instructions</p>	<p>Literature: Stone Age Boy, The Stone Bird, The Stone Age, Commotion in the Ocean, The Wonky Donkey</p>	
			<p>Maths links:</p>

Be able to ask and answer questions about key events during the period studied

Talk, draw or write about aspects of the past.

Music

Find the pulse within the context of different songs/music with ease.

Play and perform in solo or ensemble contexts with confidence

Sing songs with multiple parts with increasing confidence.

PHSE

Know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

Consider the lives of people living in other places, and people with different values and customs

Enrichment:

Stone Age Day, Assembly