

Class: CM/NH/LH	Term: Autumn 1 2026-2027	Year Group: 3
Prime Learning Challenge	Science: Why do humans have skeletons and muscles? History: How did Britain change between the beginning of the Stone Age and the end of the Iron Age?	

Past What do pupils already know/understand? Do they have any misconceptions?	Present What do pupils want to know/understand? What are they interested in? What motivates them?	Context How is this challenge relevant to the needs of your children?
The children may struggle to understand how long ago the Stone Age/ Iron Age is in relation to now. The children will know that we have muscles and bones in our bodies, but may not be able to name them.	• Are they scavengers? • How did they make fire? • Why do they wear animal furs? • Why do they paint on the cave walls? • How did they make the paintings and colours? • Why do they live in caves? • Are they carnivores? • What do they eat? • What do they make tools from? • Where do they sleep? • What do they do for entertainment? Children want to know: • How muscles work • The names of bones • How food helps our bodies • What our bodies are capable of • How joints help us to move	In this topic the children will learn about: • Chronology – placing the three periods of the Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age to Iron Age on a time line (understanding the term prehistory for this time period); • How evidence of the past is collected through archaeological research; • Lives of early humans in the Palaeolithic, Mesolithic, Neolithic periods (Stone Age) and the Bronze Age and Iron Age periods; • They can research about Skara Brae and Stonehenge. • Can they use various sources of evidence to answer questions about a period of history? Children need to know how a healthy diet will help to keep their bodies in a good condition. Children will make connections between us and other animals

By the end of this prime learning challenge...	Some: More Able	Children will know that the prehistory of Britain was divided into three-main periods (Stone Age, Bronze Age and Iron Age). They will know that the Stone Age was split into three periods: Palaeolithic, Neolithic and Mesolithic. They will know that this period is called Britain's prehistory. They will look at sources of evidence and the work of archaeologists in researching the past. They will give explanations about the way of life during each period and recognise differences and similarities between each. They will recognise the advances in technology and how lifestyles changed during each period with reasoning. They will select and combine information from a range of sources to answer specific questions about the past. They will present their findings in appropriate mediums. Children will know that the human body is made up of a skeleton, which is held together by muscles and joints. They will know the names of numerous bones and muscles and can explain how they work to enable the human body to move. They will know about the different types of joints in our body and give examples of each one. Children will know how a balanced diet helps our bodies to be healthy and can talk about the different food groups.
	Most: Core	Children will know that the prehistory of Britain was divided into three-main periods (Stone Age, Bronze Age and Iron Age). They will know that the Stone Age was split into three periods: Palaeolithic, Neolithic and Mesolithic. They will know that this period is called Britain's prehistory. They will look at sources of evidence and the work of archaeologists in researching the past. They will give explanations about the way of life during each period. They will select and combine information from a range of sources to answer specific questions about the past. They will present their findings in appropriate mediums. Children will know that our bodies are made up of a skeleton and can name some of the bones. They will know that we have muscles and that these allow us to move. They will be able to talk about the different types of joints and give examples of each one. Children will know what a balanced diet is and know how this contributes to being healthy.
	All: Less able	Children will be able to name, in order, the periods of prehistory and know that progressive developments were made to lifestyle and technology. They will recognise archaeology as a source of gathering evidence of Britain's prehistory.

		Children will know that the body is made up of skeleton and can name some of the bones. Children will be able to talk about joints and muscles. They will know that we need to eat a range of foods to help keep their bodies healthy.
	Specific children	As less able with support and 'scaffolded' activities.

Pre-Learning How will you make sure you are pitching appropriately?	Wow!	Reflection How will you reflect & evaluate?
The Focus Education document which sets out the National Curriculum expectations has been used. A pre learning assessment will be done prior to the start of the unit. Children will also be asked what they already know about the topics and what questions they would like to have answered. The children have been asked what they would like to learn about and within the expectations of the unit we will ensure these questions are answered. BBC KS2 Bitesize Science online resources.	Wednesday 16th September Campfire Stone Age cave art under desks Stone Henge game Watch some of 'The Croods' Make a Woolly Mammoth	Children will repeat the pre-learning assessment to determine progress in their knowledge and understanding.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Literacy	Y3 Expectations	The Stone Age Boy (Recount) Vocab building	The Stone Age Boy (Recount) Planning	The Stone Age Boy (Recount) Writing	Stone Age Encyclopaedia (features, vocab building)	Stone Age Encyclopaedia Planning	Stone Age Encyclopaedia Writing
Sounds Write	Sounds Write Extended Code Unit 1 /ae/	Sounds Write Extended Code Unit 2 /ee/	Sounds Write Extended Code Unit 3 /oe/	Sounds Write Extended Code Unit 4 /er/	Sounds Write Extended Code Unit 5 /e/	Sounds Write Extended Code Unit 6 /ow/	Sounds Write Extended Code Unit 7 m/oo/n
SPAG	Recap of subject, predicate stopper.	Nouns, adjectives, verbs.	Nouns, adjectives, verbs.	Nouns, adjectives, verbs	Fronted adverbials	Fronted adverbials	Fronted adverbials
Rainbow Grammar	Recap of subject, predicate stopper.	Expanded Noun Phrases	Fronted adverbials	Fronted adverbials	Coordinating conjunctions	Coordinating conjunctions	Coordinating conjunctions
WCGR	Basic Skills	Wonderful World	Circus	Caterpillar and Tadpole	Human Skeleton	Three Little Owls	Reader's Theatre – Unique Poem
Handwriting	Y3 Expectations	Alphabet – Lower Case	Alphabet - Capitals	a and b words	c and d words	e and f words	g and h words
Numeracy	Y3 Expectations	Place Value	Place Value	Place Value	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction
Science	Pre-Learning – Muscles and Skeletons	What is a skeleton and why do we need it?	What are muscles and how do they work?	What joints do we have in our body and how do they work?	What is a balanced diet and why is it important?	Scientific investigation – Personal bests	Post-learning and reflection task
History/ Geography	Pre- learning/ Stone Age WOW DAY	What do we mean by the term hunter-gatherer?	What has helped us to build a picture	What are the key differences between the Stone, Bronze and Iron Ages?	What was the significance of the discovery of iron ore and the	Why was the creation of the Iron Age hill forts so important?	Reflection/ Post Learning

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