

Class: CM/GH JS	Term: Autumn 1 2024/25	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?
<p>The children may struggle to understand how long ago the Stone Age/ Iron Age is in relation to now.</p> <p>The children will know that we have muscles and bones in our bodies, but may not be able to name them.</p>	<ul style="list-style-type: none"> • 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? <p>Children want to know:</p> <ul style="list-style-type: none"> • How muscles work • The names of bones • How food helps our bodies • What our bodies are capable of • How joints help us to move 	<p>In this topic the children will learn about:</p> <ul style="list-style-type: none"> • 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? <p>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</p>

<p>By the end of this prime learning challenge...</p>	<p>Some: More Able</p>	<p>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.</p> <p>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.</p>
	<p>Most: Core</p>	<p>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.</p> <p>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.</p>
	<p>All: Less able</p>	<p>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.</p>

		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?
<p>The Focus Education document which sets out the National Curriculum expectations has been used.</p> <p>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.</p> <p>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.</p> <p>BBC KS2 Bitesize Science online resources.</p>	<p>'Get the Specialists' Stone Age to Iron Age Wow Day Tuesday 10th September 2024</p>	<p>Children will repeat the pre-learning assessment to determine progress in their knowledge and understanding.</p>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Literacy	Getting to know you	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	Grammar Focus Stand Alone Lessons
Spellings	Getting to know you	Sounds Write Extended Code Unit 1 /ae/	Sounds Write Extended Code Unit 1 /ee/	Sounds Write Extended Code Unit 1 /oe/	Sounds Write Extended Code Unit 1 /er/	Sounds Write Extended Code Unit 1 /e/	Sounds Write Extended Code Unit 1 /ow/	Sounds Write Extended Code Unit 1 m/oo/n
Handwriting	Getting to know you	Alphabet – Lower Case	Alphabet - Capitals	a and b words	c and d words	e and f words	g and h words	i and j words
Numeracy	Getting to know you	Place Value	Place Value	Place Value	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction
Science	Getting to know you	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	Getting to know you	Pre- learning/ Stone Age WOW DAY	What do we mean by the term hunter-gatherer?	What has helped us to build a picture of what happened during the Stone Age period?	What are the key differences between the Stone, Bronze and Iron Ages?	What was the significance of the discovery of iron ore and the invention of the wheel?	Why was the creation of the Iron Age hill forts so important?	Reflection/ Post Learning
Music	Getting to know you	Charanga: Let Your Spirit Fly	Charanga: Let Your Spirit Fly	Charanga: Let Your Spirit Fly	Charanga: Let Your Spirit Fly	Charanga: Let Your Spirit Fly	Charanga: Let Your Spirit Fly	Charanga: Let Your Spirit Fly
PSHE	Getting to know you	Being Me in My World Getting to know each other.	Being Me in My World Our Nightmare School – I recognise	Being Me in My World Our Dream School – I understand why rules are	Being Me in My World Rewards and consequences – I understand that my	Being Me in My World Our Learning Charter – I can make responsible	Being Me in My World Owning our Learning Charter.	Being Me in My World Owning our Learning Charter.

		I recognise my worth and can identify positive things about myself and my achievements	how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions	needed and how they relate to rights and responsibilities I to know how to make other people feel valued	behaviour brings rewards/consequences. To care about other people's feelings	choices and take action. To be able to work well with others	I understand my actions may affect others and try to see things from their points of view.	I understand my actions may affect others and try to see things from their points of view.
Art/DT	Getting to know you	To apply an understanding of prehistoric man-made art.	To understand and use scale to enlarge drawings in a different medium.	To explore how natural products produce pigments to make different colours.	To explore how natural products produce pigments to make different colours.	To select and apply a range of painting techniques.	To apply painting skills when creating a collaborative artwork.	To apply painting skills when creating a collaborative artwork.
RE	Getting to know you	What is it like for someone to follow God?	What is it like for someone to follow God?	What is it like for someone to follow God?	What is it like for someone to follow God?	What is it like for someone to follow God?	What is it like for someone to follow God?	What is it like for someone to follow God?
MFL	Getting to know you	Phonetics	Phonetics	Intro to the Francophone world.	Basic Greetings	To ask somebody's name.	Numbers 1-10	Colours
PE	Getting to know you	Floor Gymnastics	Floor Gymnastics	Floor Gymnastics	Floor Gymnastics	Floor Gymnastics	Floor Gymnastics	Floor Gymnastics
Games	Getting to know you	Hockey	Hockey	Hockey	Hockey	Hockey	Hockey	Hockey
CoJo			Ed Stafford – Missions 1-5					
Computing	Getting to know you	My Online Life What is your online identity?	Be Digitally Awesome Do you know the basics of technology? Can you edit a picture?	Be Digitally Awesome Do you know which apps to use?	Be Digitally Awesome Can you use a browser?	Be Digitally Awesome Can you create a document?	Be Digitally Awesome Can you create a presentation?	Be Digitally Awesome Can you create a presentation?

Story Book	Getting to know you	The Boy Who Grew Dragons Andy Shepherd The Otter Who Wanted to Know – Jill Tomlinson	The Boy Who Grew Dragons Andy Shepherd The Otter Who Wanted to Know – Jill Tomlinson	The Boy Who Grew Dragons Andy Shepherd The Otter Who Wanted to Know – Jill Tomlinson	The Boy Who Grew Dragons Andy Shepherd The Boy with the Bronze Axe – Kathleen Fidler	The Boy Who Grew Dragons Andy Shepherd The Boy with the Bronze Axe – Kathleen Fidler	The Boy Who Grew Dragons Andy Shepherd The Boy with the Bronze Axe – Kathleen Fidler	The Boy Who Grew Dragons Andy Shepherd The Boy with the Bronze Axe – Kathleen Fidler
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