 Year 3 autumn map

Stone Age

Computing

Using Scratch, the children should create a Stone Age character game bringing cave art to life - with specific conditions and if and then conditions. *Suggested Text: The First Drawing (Mordicai Gerstein)*

The children should participate in the school web page each week – choosing information that can be shared and identifying what probably shouldn’t be shared widely as well. They should also take part in the e-safety curriculum.

Linked with Science the children should create a database, which can help identify different rock types as well as a flow chart. *(See Rock Texts)*

Geography

The Children should investigate nearby Stone Age sites using aerial photography and map work. Using appropriate grid language and language about the human and geographical features of Old Stone Age sites.

The children should investigate the nearby River Slea – conducting experiments and fieldwork on the river. Learning all the features of a river and investigating samples.   
*Suggested Text: A River (Marc Martin), The ‘Where on Earth?’ Book of: Rivers (Susie Brooks), River Story (Meredith Hooper and Bee Willey), The River (Patricia Hegarty)*

Science

The children should explore what food chains are before looking at food chains of the past (Stone age times) in the UK and comparing them to food chains they would typically find now in different UK habitats. They should then explore the local area – looking for different microhabitats and food chains they can find.  
The children should also study what can happen when an animal is removed from the food chain.   
*Suggested text: Food chains: Who Eats What? (Sam Hutchinson), Staying Alive: The Story of a Food Chain (Science Works) (Jacqui Bailey), What If There Were No Gray Wolves? (Food Chain Reactions) (Suzanne Slade)*

The children should investigate sound through experiments to see what affects sound and how sound is made. They should link this to Stone Age sounds and noises where possible. *Text: Make Waves: Experiments with Light, Energy & Sound (Hands-On Science) (Nick Arnold)*

The children should look at and compare rocks based on their properties, and link that to how rocks are formed. They should carry out an experiment to see which rocks have the best qualities and features for different Stone Age activities and make judgements about what rocks to use based on this knowledge. *Texts: The Wonders of Nature (Ben Hoare), Rocks and Minerals: Level 3 (National Geographic Readers) (Kathleen Weidner Zoehfeld)*

Art and Design

The children should create collages depicting different river features/river images after practicing their techniques. *They should use real life images of the Slea and images from texts they have read in Geography as inspiration.*

The children should take photos and videos with commentary sound of the Slea during their Geography work. They should then edit the still images using editing tools on the computer.

The children should practice their painting skills in their sketchbooks mastering the techniques and create different art pieces based around *Stone Age cave paintings and imagery. – The First Drawing (Mordicai Gerstein)*

History

The Children should learn about the Stone Age and the lives of people during the Stone Age. Linked to Lincolnshire and looking at what Lincolnshire would have been like during that time for Stone Age people.   
*Texts: Stone Age Boy (Satoshi Kitamura), The Stone Age: Hunters, Gatherers and Woolly Mammoths (Marcia Williams), Stone Age Tablet (Andrew Langley), Look Inside the Stone Age (Abigail Wheatley)*

Outdoor Learning Opportunities

Explore local area for food chains, Nearby Stone age site visit, Exploring and fieldwork on river Slea, Nature walks to collect collage materials

Design and Technology

*Using the History books as inspiration* the children should create replicas of things people in the Stone Age may have used or encountered.