

	Year group- 3	Term – Summer 2	Duration- 7 weeks	Academic year: 2021-2022
<p style="text-align: center;">This half term's topic is <b>Tribal Tales</b></p> 	<h2 style="margin: 0;">Half term topic knowledge organiser</h2> 			
	Big question 	Key events / dates	PSHE, SMSC and British Values	Opportunities for 5 R's
<p style="text-align: center;">What changes happened from the Stone Age to the Iron Age?</p>	<p>Friday 10<sup>th</sup> June – Trip to Butser Ancient Farm</p> <p>Friday 24<sup>th</sup> June – Summer Safety Day</p> <p>Wednesday 29<sup>th</sup> June – Open Box theatre company visit</p> <p>Friday 15<sup>th</sup> July – Sports Day</p> <p>Friday 22<sup>nd</sup> July – INSET day</p>	<p>PSHE – To know what it means to have a healthy body and mind.</p> <p>SMSC – To improve their cultural capital by visiting Butser Ancient Farm.</p> <p>British Values – To have mutual respect for and tolerance of those with different beliefs.</p>	<p>Responsible – When we are on our school trip we will be using Paddington to help us keep safe.</p>  <p>Resourceful – We will be using our Solver Snail skills to make links with our history learning.</p> 	
The big picture 	Key vocabulary 	Homework and what you can practice at home 		
<p>By the end of this topic, children will be able to explain what was similar and what changed from the Stone Age to the Iron Age. They will think like historians, understanding what we mean by chronology and evidence.</p>	<p>Stone Age, Bronze Age, Iron Age, evidence, pre-history, settlements, historic, BC / AD, period, era, archaeology, chronological, artefact, force, push, pull, attract, repel, magnet, pole, magnetic</p> 	<p>Continue to:</p> <ul style="list-style-type: none"> <li>-read daily</li> <li>-complete Doodle Maths and Doodle English for 10 minutes each per day</li> <li>-use Times Table Rock Stars at least 3 x per week</li> </ul>	<p>Optional home learning:</p> <ul style="list-style-type: none"> <li>-Write your own pre-historic adventure story</li> <li>-Draw yours or a friend's pet in the style of cave painting</li> <li>-Make a 3d model of a Bronze Age settlement</li> <li>-Make a photo montage of pre-historic monuments</li> <li>-We know about pre-historic life from artefacts. What might historians of the future find out about us? Write a newspaper report 1000 years from now.</li> </ul>	

Key English stimulus	Maths	French	Computing	Religious Education
 <p>We will be using the story 'The Stone Age Boy' to write our own portal story.</p> <p>We will be reading Cressida Cowell's How to Train Your Dragon.</p> 	<p>We will be learning to tell and write the time from an analogue clock and 12-hour &amp; 24-hour clocks. We will use this knowledge to calculate time taken by tasks. We will also be measuring and comparing mass &amp; capacity.</p>	<p>In French this half term we will be learning how to ask for a variety of food and drink in French.</p> 	<p>We will be learning how to search effectively using key words and how to safely communicate online. We will learn the importance of work order when doing internet research and distinguish between reliable and unreliable websites.</p>	<p>This half term we will be able to identify and evaluate the value of the concept of 'neighbours' to Christians.</p>
History/Geography National Curriculum objectives	Science National Curriculum objectives		Art/Design Technology/music National Curriculum objectives	
<p>- changes in Britain from the Stone Age to the Iron Age</p>	<p>-compare how things move on different surfaces          -notice that some forces need contact between 2 objects, but magnetic forces can act at a distance          -observe how magnets attract or repel each other and attract some materials and not others          -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          -describe magnets as having 2 poles          -predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>		<p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- understand and apply the principles of a healthy and varied diet</li> <li>- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	