

Year 3- Captain Caveman! (Spring 1)

<p style="text-align: center;">Science (Animals including humans)</p>	<p style="text-align: center;">History (Stone age to Iron age)</p>	<p style="text-align: center;">ICT (Comic strips)</p>
<ul style="list-style-type: none"> • To identify different food groups Discuss that humans need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Children will learn about carbohydrates, proteins, fats, vitamins and minerals and the different food which belong in each group. To identify food needed for a healthy diet Children will create a balanced diet food plate. Children will identify how many times a day each food should be eaten from each group. Children will explain how each food group helps your body if the correct amount is eaten. • To identify food animals need to keep healthy Children will research carnivores, herbivores and omnivores and sort animals into each group. • To identify body parts Children will identify body parts from the human skeleton and identify which bone has which job in the body (protection, support or movement) • To classify animal groups Children will identify vertebrates and 	<ul style="list-style-type: none"> • To sequence events on a timeline Children will look at artefacts and events from prehistoric era 500,000bc, 4000bc stone age, bronze age to 750BC iron age. • To identify the three main periods Children will look at everyday lives, what the land was like, clothing, tools, jobs, homes. • To identify how Britain became an island Children will look the melting ice sheets that made Britain become an island and look at the archaeologist site of Star Carr. • To identify the last period of the Stone Age. Children will look at farming, buildings, the structure of Stonehenge and what it tells us about people and society of the period. • To identify the Bronze Age. Children will identify how people used bronze to make weapons, tools and materials. Identify how life had changed. • To identify the Iron Age. Children will explore what life was like in Britain during the Iron Age. Learn about how iron is made from iron ore. • To compare the three periods. Children will order the changes and developments between Iron Age and Stone Age to show chronologically. 	<ul style="list-style-type: none"> • To understand how to use an app on the IPAD. Children will experiment with the 'comicstrip' app on IPAD's. They will practice taking pictures and adding text. • To use the IPAD to take pictures and add text Children will upload pictures of their cave paintings for the back grounds of their comic book. Children will write a story to go along with the backgrounds to explain what is happening to a caveman in the Stone Age. • To evaluate comic books Children will Peer-Assess their work and will present their comic books to year 2 classes.

<p>invertebrates. They will sort them and compare the bones of different animals.</p> <ul style="list-style-type: none"> • To identify functions of the body Children will identify some muscles in the human body. They will then identify body parts which have a special function in the human body (eg. Heart, lungs and brain) • To investigate arm span for different aged children Children will identify the differences in arm span between different aged children (eg. 7 years old and 8 years old.) 		
<p>Art (Cave drawings)</p>	<p>Science (Rocks)</p>	
<ul style="list-style-type: none"> • To research cave drawings Children will look at different cave drawings and images of animals/tools from the period being studied. • To experiment with pastels and charcoal Children will experiment with different colours by blending using different coloured pastels. • To draw whole sketches with detail of surrounds Children will draw a tool or animal. • To create a background for their picture Children will use the technique of overlaying. They will build up layers on the surface/colour mixes to create their background. They will stick their animal/tool to it. • To evaluate their picture Children will Peer-Assess stating 2 positive comments and one improvement. 	<ul style="list-style-type: none"> • To classify rocks Children will look at different rocks and identify their names. They will identify their properties on the basis of their appearance and simple physical properties and they will identify and classify rocks according to whether they have grains or crystals. • To test durability of rocks Children will look at the durability of rocks and discover which is most/least durable. They can then discuss what the rocks would be most suitable used for. Discuss why certain rocks are used for certain jobs (EG: A gravestone is there of hundreds of years so the rock used can't wear away easily) • To test permeability of rocks Children will look at the permeability of rocks and discover which is most/least permeable. They can then discuss what the rocks would be most suitable used for (their purpose). • To understand what a fossil is. Children will describe how fossils are formed when things that have lived are trapped within rock. 	