

Year 3 Term 3 – Time Warp

	Activities	National Curriculum objectives/skills
Main subjects	History	This topic takes the children on a whistle-stop tour of life in Britain from the Stone Age to its Romanisation, and then takes them to Ancient Egypt. This will help them to develop a coherent knowledge and understanding of Britain's past as well as of an ancient civilisation. It should inspire pupils' curiosity to know more about the past. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement. History helps to understand the complexity of peoples' lives, the process of change, the diversities of societies and relationships between different groups, as well as their own. Stone Age to Iron Age Britain, including: - hunter-gatherers and early farmers - Bronze age religion, burial, technology & travel - Iron age hill forts Roman Empire & impact on Britain: - Julius Caesar - Roman Empire & successful invasion by army - British resistance, e.g. Boudicca - Romanisation of Britain Ancient Egypt
Hook for Learning	Surviving in the Stone Age	Children will experience life in the stone age as they go back to basics in the forest. They will make fire and talk about hunting, gathering and foraging for food as they try to understand what life was like in Britain over 10000 years ago.
Authentic outcome	Living Museum	Children will create clay cartouches, mummify their parents and perform the Boudicca song with a description as to why she was an important Queen in history.
Key texts/class reader	Ug: Boy Genius of the Stone Age Awesome Egyptians and Rotten Romans by Terry Deary	Use knowledge to read 'exception' words Read range of fiction & non-fiction Use dictionaries to check meaning Prepare poems & plays to perform Check own understanding of reading Draw inferences & make predictions Retrieve & record information from non-fiction books Discuss reading with others
Writing purpose	Narrative (T4W) Non chronological report	Writing simple, compound and complex sentences Use prefixes & suffixes in spelling Use dictionary to confirm spellings Write simple dictated sentences Use handwriting joins appropriately Plan to write based on familiar forms Rehearse sentences orally for writing Use varied rich vocabulary Create simple settings & plot Assess effectiveness of own and others' writing Use range of conjunctions Use perfect tense Use range of nouns & pronouns Use time connectives Introduce speech punctuation Know language of clauses
Art	Clay amulets Cartouches Jewellery	Ancient Egyptian design Use sketchbooks to collect, record and evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied material (clay)
Music	Notation	Listen with attention to detail Appreciate wide range of live & recorded music
PE and games	560 Programme Festival of dance	Play competitive games, modified as appropriate Learn about healthy lifestyles including exercise and eating healthily. Develop flexibility & control in gym, dance & athletics
RE	Places of worship How can spaces make you feel differently? Why do some places make you feel calm and some make you feel worked up? How might you tell if a mosque and a church are dedicated to the same God? In a place of worship, where do you think God would be? If there's no God, what is it that believers experience in places of worship?	Children will be taught to: - use religious vocabulary to identify and explain some features, symbolic objects, actions and sounds found in a church (mandir/ mosque/ gurdwara) and say how these help people worship - identify and explain symbolic actions in everyday life which express inner feelings - explain the meaning of worship for a believer - ask some thoughtful questions about why people choose to attend a church, mosque, mandir or gurdwara and suggest some possible answers - identify some differences in the way Christians worship in two denominations - describe Eucharist/Lord's Supper/ Communion for Christians; puja for Hindus; Friday prayers for Muslims; or prayers in the gurdwara and say why it matters so much for believers - express their own ideas about the value of times of reflection, thanksgiving, praise; remembrance
Jigsaw PSHE	Dreams and goals	I can tell you about a person who has faced difficult challenges and achieved success I can identify a dream/ambition that is important to I enjoy facing new learning challenges and working out the best ways for me to achieve them I am motivated and enthusiastic about achieving our new challenge I can recognise obstacles which might hinder my achievement and can take steps to overcome them I can evaluate my own learning process and identify how it can be better next time
MFL	French	Listen & engage Ask & answer questions Speak in sentences using familiar vocabulary Develop appropriate pronunciation
Computing	iPad training	Children will learn how to use the iPads and use them to research history.