

# What was new about the Stone Age?

# Autumn Term 2 Year 2025

# Landaviddy (Y3)

## History

### Chronological Understanding

- Understand and use the words of the past and present when telling others about an event
- Describe the things that happened to themselves and other people in the past
- Order a set of events or objects based on when they happened and begin to use dates
- Understand that a time line can be organised in to BC (Before Christ) and AD (Anno Domini) and BCE/CE
- Describe and order significant events within a period studied and compare to present day, using dates
- Use a time line to place historical periods and events in chronological order and give reasons for their order

### Historical Enquiry

- Recall different ways in which the past is represented
- Ask questions and find out answers about the past
- Use a wide range of sources, including trips and eye witness accounts to build a picture about the past
- Begins to identify the difference between primary and secondary sources
- Communicate understanding of the past in a variety of ways
- Identify the difference between primary and secondary sources
- Use primary and secondary sources as evidence about the past
- Ask questions and find answers about the past from a range of sources such as 'how did people ....? What did people do for ....?'
- Explore the idea that there are different accounts of history and why they exist
- Suggest why certain events happened as they did
- Recognise the part that archaeologists have had in helping us understand more about the past

### Understanding of events, people and changes in the past (Historical concepts and perspectives)

- Use information given to describe events and people beyond living memory
- Compare and contrast the differences within a locality, over time
- Give reasons why a significant person in the past may have made decisions in order to bring about change
- Identify similarities and differences between ways of life in different periods, including their own lives
- Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why.
- Use information given to describe key features of a time period
- Use evidence to find out about change during a time period
- Identify reasons for and results of peoples actions in the past
- Identify similarities and differences between different periods e.g. social, belief, local, individual

### Key Vocab:

Pre-history, timeline, chronological, Before Christ (BC), Anno Domini (AD), archaeologists, evidence, primary source, secondary source, significant, excavate, artefact, hunter-gatherer, past, present

## RE

### 1.3 Incarnation

#### Making Sense of Beliefs:

- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians
- Recognise that stories of Jesus' life come from the Gospels

#### Understanding the Impact:

- Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas

#### Making Connections:

- Decide what they personally have to be thankful for, giving a reason for their ideas
- Think, talk and ask questions about Christmas for people who are Christians and for people who are not.

### Key Vocab:

Christianity, Jesus, Bible, Chruch, Lord, Bethlehem, Saviour, Joseph, Mary, Stable, flock, prayer, heaven, God, Cross, Light of the World, Christmas, gospels, brit, Nativity

## French

### Les Couleurs et les nombres (continued)

#### Intellectual Understanding

- Talk about celebrations in other cultures and in other countries that are different to my own

#### Listening

- Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions)

#### Speaking

- Speak aloud familiar words or short phrases in chorus

#### Reading

- Recognise and understand familiar written words and short phrases
- Read aloud familiar words or short phrases in chorus

#### Writing

- Write or copy simple words correctly e.g. numbers, colours, objects

#### Grammar

- Be aware of the forms of word classes e.g. nouns, adjectives, and verbs
- Word order of adjectives and nouns
- Basic notion of adjectival agreements
- Cognates

### Key Vocab:

Vocabulaire  
bleu – blue gris – grey jaune – yellow marron – brown  
noir – black blanc – white rose – pink violet – purple  
rouge- red orange – orange  
un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, Treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt  
Noël - Christmas

## Music

### Performing

#### Using their voice

- Have more control over their breathing, dynamics and diction
- Have more accuracy in their pitching
- Identify when pitch is getting higher/ lower and use their voice to recreate a note of the same pitch
- Follow a leader and signals such as start and stop
- Sing songs in a variety of styles with increasing confidence including some from memory
- Show an increasing awareness of pitch and the shape of a melody
- Understand the importance of correct posture and breathing
- Recognise basic musical structures in songs (verse/ chorus, call/ response, call/ echo etc)

#### Using instruments

- Show control in maintaining a steady beat, changing tempo and changing dynamics
- Perform a rhythmic accompaniment to a song
- Perform a sequence of sounds using a graphic score
- Follow a leader to start and stop together
- Demonstrate growing confidence in performing individually or as part of a small group
- GDS: Sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse

#### Listen, Reflect, Appraise

- Listen to live and recorded music commenting on beat (steady/ non steady), specific patterns in tune or rhythm, tempo, dynamics and mood and using appropriate terminology
- Recognise familiar instrumental sounds in music (guitar, violin, drums etc.)
- Identify repetition in music or a song
- GDS: Understand metre in 4 beats; then 3 beats

### Key Vocab:

Dynamics (volume), Tempo (speed), Pitch (high/low), Key (happy/sad), Ostinato (repeating pattern), Metre, Control, melody, lyrics

## Art

### Drawing

- Use charcoal and pastels to create different drawing styles
- Create different tones using light and dark
- Use a viewfinder to focus on a specific part of an artefact before drawing it
- Use sketches to plan and develop ideas

### Painting

- Create palettes to match images
- Identify what colours work well together
- Create a background using a wash

### Knowledge

- Make links to an artist to inspire their work
- Generate and discuss topic links to their art
- Discuss how other artists, craft makers and designers have used colour, pattern and shape
- Compare the work of different artists
- Explore work from other cultures
- Explore changes of art over time
- Consider artistic expression and feeling from a piece of work

### Sketchbooks

- Create links with an artist and show this in their sketchbooks
- Use their sketchbooks as a mode to record emotions
- Use their sketchbooks to express feelings about a subject and to describe likes and dislikes
- Create notes in their sketch books about techniques used by artists
- Suggest improvements to their work by keeping notes in their sketch books

### Key Vocab:

Tone, sketch, shade, smudging, complimentary, warm tone, cool tone, smooth, rough, effect, mood board, depth, watercolour, palette, stencil, pigment

## PSHE

### Celebrating Differences

- Understand that everybody's family is different and important to them
- Appreciate my family/the people who care for me
- Understand that differences and conflicts sometimes happen among family members
- Know how to calm myself down and can use the 'Solve it together' technique
- Know what it means to be a witness to bullying
- Know some ways of helping to make someone who is bullied feel better
- Know that witnesses can make the situation better or worse by what they do
- Problem-solve a bullying situation with others
- Recognise that some words are used in hurtful ways
- Try hard not to use hurtful words (e.g. gay, fat)
- Tell you about a time when my words affected someone's feelings and what the consequences were
- Give and receive compliments and know how this feels

### Key Vocab:

Family, loving, caring, safe, connected, difference, special, conflict, solve it together, solutions, resolve, witness, bystander, bullying, gay, unkind, feelings, tell, consequences, hurtful, compliment, unique, similarity

### Key Vocab:

Agility, caught out, communicate, hit out, opposition, power, Agility, caught out, communicate, hit out, opposition, agility, caught out, communicate, hit out, opposition, power, tacticAgility, caught out, communicate, hit out, power, tactic

## PE

### Netball

- I am beginning to use simple tactics.
- I am learning the rules of the game and am beginning to use them honestly.
- I can communicate with my team and move into a space to support them.
- I can defend an opponent and try to win the ball.
- I can pass, receive and shoot the ball with some control.
- I can provide feedback using key words.
- I understand my role as an attacker and as a defender.
- I work cooperatively with my group to self-manage games.

### Dodgeball

- I am learning the rules of the game and I am beginning to use them to play fairly.
- I can provide feedback using key words.
- I can throw with some accuracy and I am beginning to catch with some consistency.
- I understand the aim of the game.
- I work co-operatively with my group to self-manage games.