

Title: Fantastic Fossils	Project overview	Hook	English Overview	Maths overview
Year group 3	The project aim is to better understand the past and what you can learn from it.	Fossil hunting- Archaeology experience Hire of a fossil box from the Museum	Reading The Iron Man Literacy: Grammar term: Full stops ,capital letter -Direct speech time conjunctions - place conjunctions - cause conjunctions - adverbs,verbs,adjectives - prepositions Non fiction- biographies, fact files. Fiction	Place value Addition and Subtraction Multiplication and Division ICT Gooseberry planet scheme
Driving question Why do we study fossils?	Key Vocabulary fossils, geology, palaeontology, science, formation, rocks, sediment, land formation and comparisons,	Intended outcome A presentation of narrated animations to detail a new discovery! Artwork- a woven installation in the classroom	Resources historical artefacts, fossils, rocks,	Areas of learning Subjects Geography, History, Science, Art, DT, PE, Music.
How does learning build on prior understanding? Other year groups and other learning?	Content What will we learn?	Creativity How will we show our learning in different ways?	Ethos How does the project embed our values?	How will this project prepare for future learning?

<p>Link to FC –</p> <ul style="list-style-type: none"> ● Talking about past events and events and the lives of family members. ● Knowing about similarities and differences. <p>Link to year 1 –</p> <ul style="list-style-type: none"> ● Knowing and locating the four countries in the UK. ● Map work. ● Significant events within the past. ● Building on lesson on Mary Anning. <p>Link to prior learning in Y2</p> <ul style="list-style-type: none"> ● Exploration and discovery 	<ul style="list-style-type: none"> ● Rocks-compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ● - describe in simple terms how fossils are formed when things that have lived are trapped within rock ● - recognise that soils are made from rocks and organic matter ● The Skeleton- names of bones ● Know the significance of the Equator and the Northern and Southern Hemisphere and locate on maps/globes ● Know and understand key aspects of volcanoes ● Describing geographical similarities and differences between places ● Understanding about volcanoes, their locations and their features ● Combine images and 	<ul style="list-style-type: none"> ● We are palaeontologists- carry out an ‘archaeological dig’ to discover some fossils ● Create our own ‘creature’ from history and write a fact file about it. Present this in the form of a documentary style presentation or animation. ● Look at weaving and printing(art) to recreate the layers of the rock. ● Explore the life of Mary Anning and William Buckland and discover how their findings impacted science and geology. 	<ul style="list-style-type: none"> ● Being resilient to learning new and challenging vocabulary. ● Being respectful of different parts of the world when learning about them and potentially visiting. ● Understanding more about the world and how it has changed. ● Being respectful of older members of the community. 	<p>Link to year 4 –</p> <ul style="list-style-type: none"> ● How the environment can be a danger to living things. ● Knowing the name of some of the world’s countries. ● How Vikings lived differently to us. <p>Link to year 5 –</p> <ul style="list-style-type: none"> ● Knowing the name of some of the world’s countries. ● How the Celts lived and how their lives changed and stayed the same. <p>Link to year 6 –</p> <ul style="list-style-type: none"> ● How living things are classified. ● To know the names of some of the world’s countries. ● Stone Age, what was different.
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	<p>texts to create audience interest and share information.</p> <ul style="list-style-type: none">● know to sign in and use an increased range of keyboard tools to create simple texts such as using shifting between upper and lower case letters.● To type with increased confidence and to select areas of texts to manipulate fonts/colour/size.● To consider how use of multimedia enhances their communication of information.● To create simple stop-motion animation to tell a story/process with greater regard for the audience.● Changes to industry and the effects this had on society and children.			
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