

History

Pupils will identify what life was like for hunter gatherers during the Stone Age through to the Iron Age.

In their lessons, they will learn the following:

- What jobs archaeologists do and why they are so valuable in helping us find out about history.
- How the Early Britons made shelters.
- How the Early Britons got their food.
- Research about the Stone, Bronze and Iron-Ages.
- What the life style of the early Britons was like using evidence from the art they produced.
- How the early Britons would have communicated.

Reflection: Working in groups the children will put together a ICT presentation of the life of Early Britons taking account of their weapons, food, ways of communicating and eating.

Art & Design

Pupils will be looking at cave paintings through their history topic. They will then use chalk pastels to create their own Stone Age cave art work. They will learn how to use sketch books to show their learning journey.

Design Technology

Pupils will be looking at what materials were used for shelters during the Stone Age. They will use

different materials to build their own shelters for different purposes. They will work through the process of design, build & evaluate.

Year 3

Autumn 1 Curriculum Map

Big Learning Question (Theme):

Who first lived in Britain?

Links to Our School Values & The British Values?

Pupils will be learning about **democracy** during school council elections by giving and listening to candidate speeches, considering important characteristics for an elected representative and voting fairly.

They will also learn about showing **mutual respect and tolerance** of those with different faiths and beliefs by discussing the rules and beliefs of different faiths in RE and during circle time.

They will be reminded of **the rule of law** when learning & embedding the school rules.

Save The Dates!



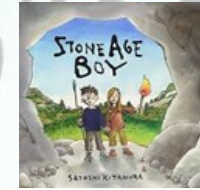
Day: A trip to Celtic Harmony
19th September 2018



Finish: Stone Age Dress up day
18th October 2018

English

Learning will be based on our Main Text:



Stone Age Boy by Satoshi Kitamura

Linked to our big learning question/theme, pupils will travel 20,000 years into the past and discover what life as a caveman was like in this prehistoric picture book. One day a little boy is walking along when he trips, stumbles and falls ... into the Stone Age! He sees how they hunt, fish, cook, celebrate - and even how they paint on the walls of caves.

Writing outcomes:

- **Comic strip**– speech/thought bubbles for first meeting between the boy and Om.
- **Instructions**– how to make tools/make fire/catch a mammoth
- **Diary entry**- of Stone Age boy
- **Letter**– writing home to family in the present day/ writing to Om after he has returned.
- **Fact file**– on an aspect of life in the Stone Age/ animal found in the Stone Age Postcard
- **Report**– on what people were like in Ancient Britain

Reading:

As well as reading Stone Age Boy, pupils will enjoy daily class reader time. Other texts include; Ug: boy genius of the Stone Age and Cave Baby. Pupils will practise reading skills such as inference, prediction, retrieval, decoding, fluency etc. during their daily 'Reading to Learn' slot.

Spellings test day: Friday

Handwriting– pupils will be expected to use cursive joins in their writing and will practice handwriting in **Early morning work.**

Maths

Number & Place Value Solving Problems & Reasoning

Pupils will be learning to:

- **Count from 0 in multiples of 4, 8.**
- **Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).**
- Compare and order numbers up to 1000.
- Read and write numbers up to 1000 in numerals and in words.
- **Solve number problems and practical problems involving these ideas.**
- **Count from 0 in multiples 50 and 100**
- **Find 10 or 100 more or less than a given number.**
- *Add and subtract numbers mentally, including: **a three-digit number and ones;***
- *Add and subtract numbers mentally, including: **a three-digit number and hundreds.***
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- *Add and subtract numbers mentally, including: **a three-digit number and tens;***
- Estimate the answer to a calculation and use inverse operations to check answers.

Please note that objectives that are in **bold and underlined** are known as **Key Performance Indicators (KPIs)**. These must be achieved by the end of the year for your child to be **working at Year 3 standards**. Therefore, it is important that any home learning should work on consolidating these.

Science

Would Usain Bolt have been a good hunter-gatherer?

By the end of this unit, all pupils should be able to:

- make and record a prediction before testing
- measure using different equipment and units of measure
- record their observations in different ways (labelled diagrams, charts etc.)
- describe what they have found using scientific words
- make accurate measurements using standard units
- explain what they have found out and use their measurements to say whether it helps to answer their question
- explain the importance of a nutritious balanced diet.
- describe how nutrients, water and oxygen are transported within animals and humans.
- describe and explain the skeletal system of a human.
- describe and explain the muscular system of a human.

Some pupils will be able to (challenging):

- record and present what they have found using scientific language, drawings, labelled diagrams, bar charts, keys and tables
- explain their findings in different ways (display, presentation, writing)
- use their findings to draw a simple conclusion
- explain how the muscular and skeletal systems work together to create movement

Religious Education

What are the rules?

By the end of this unit, pupils will be taught to:

Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

- Understand why rules are important.
- Explain the rules or precepts for two religions represented in our community.
- Re-tell the story of Moses and the ten commandments.
- Re-tell a story from another religion about rules or guidance on how to live with and how to respond to others.
- Explain what moral values are.

Computing

Pupils will be learning about:

- **Digital Literacy:** E-Safety (How to stay safe online & when using technology).
- **Computer Science:** Advanced logic using algorithms (writing & debugging programmes).
- **Cross-curricular information technology (using IT to research our topics):** input & output (how a computer works), researching Stone Age animals using Google Safe Search and creating a fact file about an aspect of Stone Age life.

PSHE

Health & Wellbeing

Overarching aims of this terms theme:

- A **healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Diversity** and **equality** (in all its forms)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

During their lessons, pupils will learn how:

- To set a goal
- To explain what food groups make up meals
- To understand how food choices can contribute to tooth decay
- To explain what a drug is
- To categorise drugs
- To explain the effects of passive smoking
- To understand the effects of caffeine
- To explain democracy and explain why democracy is important ([Link to Student Council Elections](#))
- To explain the difference between unkindness and bullying ([Link to Anti Bullying week](#))
- To explain what conflict is and ways of resolving conflict
- To explain what to do if conflict escalates

French (only needed for Y3,4,5&6)

Getting To Know You

By the end of this unit, all pupils should be able to:

- Say hello and goodbye.
- Introduce themselves.
- Say if they are feeling good/bad/so-so.
- Count to 10.
- Say how old they are.

Most children will be able to:

- Use different greetings for different situations.
- Ask and answer simple questions for each topic area.

Some children will be able to:

- Use vocabulary they have learned elsewhere to develop their sentences.
- Recognise there is a difference between formal and informal language.

Home Learning

Pupils are expected to read at home every night.

Reading record books will be **sent home every day for parents to write in.**

Please ensure you write a comment in your child's Reading Record after listening to them read. If you would like any support with what to write, please speak to your child's class teacher.

PE kits must be in school on **Mondays** and will be sent home on **Fridays.**

Music

'Exploring Emotions in Sound'

Pupils will:
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- Explore the emotions and moods created by a range of different music.
- Continue to develop their understanding of the musical elements (pitch, tempo, dynamics and timbre) and explore how different combinations of these can create a different mood or feeling.
- Have the opportunity to compose their own pieces of music in small groups to fit given themes / pictures.

PE

Pupils will learn to:

- Progress from developing individual skills and partner activity games to suitable small sided, adapted and mini-games through both co-operative and then competitive play.
- Develop control in running, jumping, changing speed, stopping and starting, with and without small equipment

PE days:

- **Indoor- Monday**
- **Outdoor- Wednesday**

