

Year group: 3

Term: Autumn 1

**Topic: Stone, Bronze and
Iron Age**



Literacy

Book talk

Book: The 1,000-year-old boy

Author: Ross Welford

- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.
- Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Understand what he/she reads independently by predicting what might happen from details stated.
- Retrieve and record information from non-fiction.

Writing

Writing Genre: Adventure narrative

Immerse

- To select vocabulary that fits a purpose.
- To use expanded noun phrases to describe and specify.

Analysis

- To identify language and layout features of an adventure narrative.

Skills

- ☐ To use co-ordinating conjunctions to add additional detail.
- ☐ To use subordinating conjunctions to express cause.
- ☐ To use adverbs to express time.
- ☐ To spell words that end with –sure.

Plan To draft and write in narratives, creating settings, characters and a plot.

☐

Write

- To write the opening of an adventure narrative featuring co-ordinating conjunctions to add additional detail.
- To write the build-up of an adventure narrative featuring adverbs to express time.
- To write the problem of an adventure narrative featuring subordinating conjunctions to express cause.
- To write the resolution of an adventure narrative featuring words that end in –sure.
- To write the ending of an adventure narrative with consideration for the audience.

Edit and Review

- To proof-read for spelling errors and punctuation – including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly.

Writing Genre: Non-Chronological report

Immerse

- To create information posters and present these to others.
- To group together related material.
- To generate topic specific vocabulary.

Analysis

- To identify layout and language features of a non-chronological report.

Skills

- ☐ To develop an idea.
- ☐ To write in paragraphs to group related material.
- ☐ To use prepositions to express time place and cause.
- ☐ To know that words with endings that sound like 'ch' is often spelt 'ture'.

Plan

☐

To draft and write by organising paragraphs around a theme.

Write

- ☐ To write an introductory paragraph for a non-chronological report that engages the reader.
- ☐ To write a non-chronological report by organising ideas into paragraphs around a theme.
- ☐ To write a non-chronological report using prepositions to express time place and cause.

- To write a non-chronological report featuring words with endings that sound like 'ch' is often spelt 'ture'.

Edit and Review

- To proof-read for spelling errors and punctuation – including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly.

Assessed writing opportunity: Adventure narrative

Creative writing opportunities: Character description

Creative writing opportunities: Diary entry

Number sense and exploring calculation strategies

Pupils will learn:

- To link and apply known facts to develop number sense.
- To derive new facts from number bonds.
- To deepen understanding of the number system.
- To recognise the value of each digit in a 2-digit number.
- To use $<$, $>$ and $=$ when comparing numbers.
- To find number bonds for numbers up to 20.
- To add and subtract 2-digit numbers without regrouping. □ To add and subtract 2-digit numbers with regrouping.
- To use 'round and adjust' to add and subtract near multiples of ten. □ To use near doubles as an efficient mental addition strategy.
- To use an 'adding on' strategy to find the difference.
- To represent addition and subtraction problems using bar models.

Place Value

Pupils will learn:

- To identify and represent 3-digit numbers.
- To partition numbers in different ways.
- To order and compare 3-digit numbers.
- To add and subtract ten and 100.
- To round 2- and 3-digit numbers to the nearest multiple of ten.
- To find all possible numbers that could have been rounded to a multiple of ten.
- To round 3-digit numbers to the nearest multiple of 100.
- To apply place value knowledge to problem solving.
- To find all possible solutions to a problem.

Graphs

Pupils will learn:

- To read and interpret pictograms with units greater than one.
- To present data from a table in a pictogram, with symbols representing more than one.
- To read and interpret scaled bar charts.
- To collect data using a tally and present it in tables and scaled bar charts.
- To interpret and present data in pictograms and scaled bar charts.

Times tables focus: 3 times table

Arithmetic focus: Addition and subtraction strategies

Maths Meetings:

umber:

- Consolidate mental addition and subtraction for 2-digit numbers (with and without regrouping) using a range of calculation strategies
- Represent numbers to 1000 with concrete manipulatives and images, including number lines
- Place value of digits in numbers with up to three digits
- Derive multiplication and division equations using arrays (multiples of 2, 5 & 10)
- Recognise, find and write fractions of lengths, shapes and quantities
- Choose and discuss efficient calculation strategies for 3-digit addition and subtraction, emphasising using number bonds / make ten
- Derive facts from known facts 'If I know..., what else do I know?' (number bonds)
- Doubles & halves (continue throughout the year)

Shape and Pattern:

- Name and describe 2-D and 3-D shapes according to their properties
- Describe position, direction and movement in terms of straight line movements and rotations including angles
- Identify horizontal and vertical lines

Measures:

- Read scales with intervals of 2, 5, 10 and 100 (comparing to increments of 1)

Time:

- Tell the time to the nearest five minutes

Money:

- Coin recognition of all coins and notes (£5, £10, £20)

Science	<u>Skeleton and muscles</u> Pupils will know and understand: • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <u>Pupils will learn:</u> • To know what the human skeleton looks like. • To know what the function of the human skeleton is. • To know how bones and muscles work together. • To know how animal skeletons, differ to human skeletons. • To know what nutrition is and where it comes from. • To know how different animals, get their nutrition.

History

Stone, Bronze and Iron Age

Pupils will know and understand:

- Prehistory is the time before written records.
- Prehistory is divided into the Stone, Bronze, and Iron Ages.
- An artefact is an object made by a person.
- Archaeologists are historians who use artefacts and remains to learn about people from the past.
- The Stone Age is divided into three periods: Palaeolithic, Mesolithic, and Neolithic.
- Before the Neolithic period, people were hunter-gatherers who moved around.
- In the Neolithic period, people started to farm, build permanent homes, and make pottery.
- The Bronze Age followed the Stone Age and began over 4,000 years ago.
- In the Bronze Age, people learned how to make new objects from bronze and other metals.
- Some people became wealthy for the first time.
- There was conflict between groups of people because of wealth.
- The Iron Age followed the Bronze Age and began around 750BCE.
- People started to use iron rather than bronze to make tools and weapons.

Pupils will learn:

- To understand how artefacts inform us about prehistory Britain.
- To identify and understand how life changed during the Stone Age.
- To understand what life was like in the Bronze Age Britain.
- To understand what life was like in the Iron Age Britain.
- To identify and explain what Stonehenge tells us about prehistoric Britain.
- To explain how prehistoric beliefs and rituals changed over time.

Geography

Painting and Mixed media: Prehistoric Painting: Children will know and understand:

Generating Ideas:

- Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.

Using sketchbooks:

- Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning, and taking next steps in a making process.

Making Skills:

- Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.
- Confidently use a range of materials and tools, selecting and using these appropriately with more independence

Knowledge of artists:

- Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.
- Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.

Evaluating and analysing:

- Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.
- Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate

Children will learn:

- To apply an understanding of prehistoric man-made art.
- To understand and use scale to enlarge drawings in a different medium.
- To explore how natural products, produce pigments to make different colours to select and apply a range of painting techniques. □
To apply painting skills when creating a collaborative artwork

Design Technology	
Computing	<u>simulate</u> Pupils will know and understand: - To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. - To explore computer simulations, investigate options and test predictions. <u>Pupils will learn:</u> - To understand that computer simulations can represent real or imaginary situations. - To understand that computer simulations are guided by rules. - To explore the effect of changing variable in a simulation using them to make and test predictions. - To understand that simulation can help people try things quickly and inexpensively. - To understand that simulations help us understand difficult concepts. - To design and produce a computer simulation or adventure game.
PE	<u>Fundamentals</u> Children will: Develop the fundamental skills of balancing, running, jumping, hopping and skipping. Develop their ability to change direction with balance and control. Opportunities to explore how the body moves at different speeds as well as how to speed up and slow down. Opportunities to work on their own and with others, taking turns and sharing ideas. <u>Ball Skills</u> Children will: Develop a variety of ball skills. Know how to track a ball when dribbling with feet, hands, throwing and catching and kicking. Learn to select an appropriate skill for the situation.

French	<u>French greetings with puppets:</u> Children will know and understand: <u>Phonics</u> • To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u. • To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. • To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é, à.
	• To know that a ç cedilla is the hook shape that sits under the letter 'c' when 'c' precedes the letters 'a', 'o', 'u'. It changes the pronunciation of the 'c' from a hard to a soft 'ss' sound. • To know that consonants at the end of words in French are not usually pronounced: the 't' is silent in salut, comment, petit and vert. The 'e' at the end of m'appelle and the 's' at the end of t'appelles and pas are silent, as is the 'd' in grand. <u>Grammar</u> • To know that the pronoun ça means 'it'. • To know that there are high frequency verbs s'appeler, avoir, être and aller that are used to formulate and answer questions. • To know that je/j', and tu are subject pronouns. <u>Cultural awareness</u> • To know that in French there are formal and informal greetings. <u>Children will learn:</u> • To greet someone and introduce yourself in French □ To use the correct French greeting for the time of day. • To ask and answer a question about feelings in French. • To perform a finger rhyme in French.
Music	

RSE	<u>Pupils will understand learn:</u> <u>Get up!</u> • We are created individually by God who is Love, designed in His own image and likeness • God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) • Every human life is precious from the beginning of life (conception) to natural death • Personal and communal prayer and worship are necessary ways of growing in our relationship with God <u>The Sacraments</u> • In Baptism God makes us His adopted children and 'receivers' of His love. • By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). • It is important to make a nightly examination of conscience. <u>Me, my body, my health</u> • We don't have to be the same • Respecting our bodies
Immesive Events/Visits/Vistors etc	Visit to Creswell Craggs to experiences what life was like as a Stone Age hunter.