

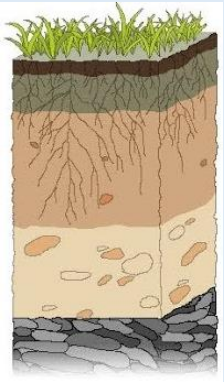


Year 3- Mr Barratt	Autumn Term 2021		
Stone Age to Iron Age-Solid as a Rock			
<p><b>English</b></p> 	<p><b>Story writing:</b> To be able to understand the features of a story. Read the "Stone Age Boy" text and use that to create their own story.</p> <p><b>Diary Entries:</b> Investigate Mary Anning. Create a fact file of her life. Create a diary entry for Mary Anning on the day she found the fossils.</p> <p><b>Non-Chronological report:</b> Look at Non-Chronological reports about the stone age then find the different features of it. Do research on a specific area of the stone age. Write a non-chronological report on a part of the stone age which has been previously studied.</p> <p><b>Instructions:</b> Read "How to Wash a Woolly Mammoth". Use the text to understand how to write a set of instructions. Write a set of instructions on how to dress a sabre tooth tiger"</p> <p><b>Newspaper report:</b> Read and find the features of a report. Watch a section of "early man" film Write a newspaper report on a small section of the "Early Man" film</p> <p><b>Scripts:</b> Act out and study scripts of children stories. Children to create their own script. Act out their own script.</p>	<p><b>Maths</b></p> 	<p><b>Place Value:</b> Know the meaning of a number depending what column it is in within a number. Basic addition and subtraction of these numbers. Comparing numbers and ordering them.</p> <p><b>Addition and Subtraction:</b> Add and subtract 1, 2 and 3-digit numbers whilst crossing a 10 or 100. Use the written method in adding and subtracting. Using the number line method</p> <p><b>Length and Perimeter:</b> Find the length of a line using a ruler or adding lengths together. Finding the perimeter or shapes on paper or physical objects in real life.</p> <p><b>Multiplication and division:</b> To learn how to multiply and divide basic numbers up to 2-digit numbers. Using the written method for multiplication Know the grouping/sharing method for division.</p>
<b>SCIENCE</b>	<b>Rocks:</b>	<b>HISTORY</b>	<b>Changes in Britain from the Stone Age to</b>



- 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.
- Understand the makeup of the earth and layer of soil.
- Know the 3 major rock types and how they are created
- investigate the suitability of rock types for jobs they do.



### the Iron Age-

- e.g late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture
- Food, housing, clothing and culture from the stone age through to the iron age
- How and why the Romans invaded England
- Understand how to use and understand reliable sources.

## GEOGRAPHY



### Physical geography-

describe and understand key aspects of physical geography: volcanoes and earthquakes  
What are tectonic plates and how are they laid out across the earth.

### Locational Knowledge

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)
- To know some famous European volcanos and common earthquake sites.

## COMPUTING



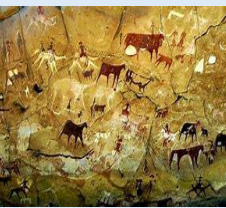

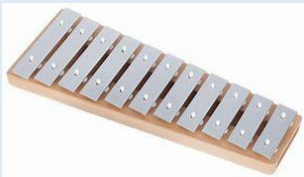




### Connecting Computers

Identifying that digital devices have inputs, processes and outputs, and how devices can be connected to make networks

### Stop-frame animation

Capturing and editing digital still images to produce a stop-frame animation that tells a story

	<p><b>Geographical skills and fieldwork</b>  <i>use the eight points of a compass  read and use a map.</i></p>		
<p><b>PSHE</b></p> 	<p><b>Being me in My World</b></p> <ul style="list-style-type: none"> <li>• <i>Setting personal goals</i></li> <li>• <i>Self-identity and worth</i></li> <li>• <i>Positivity in challenges</i></li> <li>• <i>Rules, rights and responsibilities</i></li> <li>• <i>Rewards and consequences</i></li> <li>• <i>Responsible choices</i></li> <li>• <i>Seeing things from others' perspectives</i></li> </ul> <p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• <i>Families and their differences</i></li> <li>• <i>Family conflict and how to manage it (child-cantered)</i></li> <li>• <i>Witnessing bullying and how to solve it</i></li> <li>• <i>Recognising how words can be hurtful</i></li> <li>• <i>Giving and receiving compliments</i></li> </ul>	<p><b>RE</b></p> 	<p><b>God – Christianity</b>  <i>How do symbols in the Bible help Christians relate to God?  What do symbols in the story of Jesus' baptism reveal about the nature of God?  What visual symbols and symbolic acts can be seen in a Christian church?  How might language within worship express Christian beliefs?</i></p> <p><b>Being Human – Christianity</b>  <i>In what ways does the Bible teach Christians to treat others?  How is this expressed in practice?  The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals</i></p>
<p><b>ART</b></p> 	<p><b>Painting and Drawing</b>  <i>Using colour wash, charcoal, natural colours- techniques inspired by our ancestor's cave paintings</i>  <i>To look at artists such as Banksy who create public art works and see how the cave paintings could be seen as an inspiration for them.</i></p>	<p><b>Design and Technology</b></p> 	<p><b>Cookery-</b>  <i>Create a fruit stew recipe (tie in with Forest School)  Cook a fruit stew.  Test the fruit stew and evaluate how you would change it next time.</i></p>
<p><b>MUSIC</b></p> 	<p><b>Let your Spirit Fly</b>  <i>Listening and appraising the song "Let your spirit fly" by Joanna Mangona</i></p> <p><b>Glockenspiel Stage 1</b>  <i>Learning a simple accompaniment on the glockenspiel to go alongside the song.</i></p>	<p><b>MFL</b></p> 	<p><b>Phonetics 1</b>  <b>I am Learning Spanish</b>  <i>Learn basics of the country of Spain. Their food, entertainment and culture.  Know the names of the colours.</i></p> <p><b>Animals</b></p>

			<i>To learn the names of common animals.</i>
<p><b>PE</b></p> 	<p><b>Outdoor Learning</b>  <b>Games Tag-rugby</b>  <b>Games- Football</b>  <b>Dance</b>  <b>Basketball/Netball</b></p>	<p><b>Any additional bits</b></p>	<p><b>Forest school Autumn 1</b>  <b>PE days- Wednesday and Thursday</b>  <b>Homework days- Homework to be given out on a Friday and expected in on Wednesday</b>  <b>Spellings- Handed out on a Friday and tested on the following Friday.</b></p>