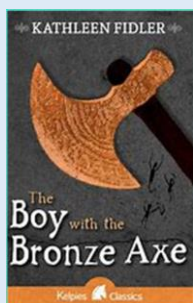


Year 3-  
Mrs Wells

## Autumn Term 2023

### Stone Age to Iron Age-Solid as a Rock

#### English



#### Recount

Short recount based on a clip from an animation.

#### Character Description:

We will discuss Roald Dahl and his many amazing character descriptions, such as in *“The Twits”* and create a character description.

#### Instructions:

Read *“How to wash a woolly mammoth”*.  
Write a set of instructions on how to dress a sabre tooth tiger.

#### Diary Entries:

Investigate Mary Anning and create a fact file of her life, before writing a diary entry as Mary Anning.

#### Adventure Narrative

After reading *“The Boy with the Bronze Axe”* as an example of an adventure narrative, the children will create their own stone age themed narrative.

#### Information Leaflets

The children will be creating their own information leaflets on different aspects of the Stone, Bronze and Iron Age eras.

Spelling, punctuation and grammar work in Active English and Active Spelling lessons.

#### Maths

	thousands	hundreds	tens	ones	tenths	hundredths
1000	100	10	1	0.1	0.01	
1000	200	20	2	0.2	0.02	
1000	300	30	3	0.3	0.03	
1000	400	40	4	0.4	0.04	
1000	500	50	5	0.5	0.05	
1000	600	60	6	0.6	0.06	
1000	700	70	7	0.7	0.07	
1000	800	80	8	0.8	0.08	
1000	900	90	9	0.9	0.09	

#### Place Value:

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.

#### Addition and Subtraction:

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

#### PiXL Assessments

#### Length and Perimeter:

Find the length of a line using a ruler or adding lengths together.

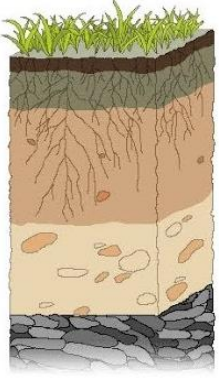



Finding the perimeter or shapes on paper or physical objects in real life.

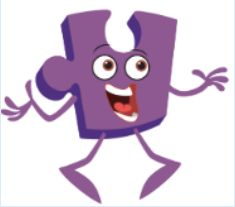




#### Multiplication and division:





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></p> 	<p><b>Rocks:</b></p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter.</li> <li>• Understand the makeup of the earth and layers of soil.</li> <li>• Know the 3 major rock types and how they are created</li> <li>• investigate the suitability of rock types for jobs they do.</li> </ul>	<p><b>HISTORY</b></p> 	<p><b>Changes in Britain from the Stone Age to the Iron Age-</b></p> <ul style="list-style-type: none"> <li>• e.g late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>• Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>• Iron Age hill forts: tribal kingdoms, farming, art and culture</li> <li>• Food, housing, clothing and culture from the stone age through to the iron age</li> <li>• How and why the Romans invaded England</li> <li>• Understand how to use and understand reliable sources.</li> </ul>
<p><b>GEOGRAPHY</b></p> 	<p><b>Physical geography-</b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of physical geography: volcanoes and earthquakes</li> <li>• What are tectonic plates and how are they laid out across the earth.</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key</li> </ul>	<p><b>COMPUTING</b></p> 	<p><b>Connecting Computers</b> Identifying that digital devices have inputs, processes and outputs, and how devices are connected to make networks.</p> <p><b>Stop-frame animation</b> Capturing and editing digital still images to produce a stop-frame animation that tell a story.</p>

	<p>topographical features (including hills, mountains, coasts and rivers)</p> <ul style="list-style-type: none"> <li>To know some famous European volcanos and common earthquake sites.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use the eight points of a compass</li> <li>read and use a map.</li> </ul>		
<p><b>PSHE</b></p>  	<p><b>Being me in My World</b></p> <ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul> <p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centered)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul>	<p><b>RE</b></p> 	<p><b>Hinduism- Diwali</b></p> <p>The children will be researching into the Hindu festival of light, Diwali. They will investigate the story of Diwali, the celebrations of the festival, how Diwali makes Hindu children feel and how Diwali brings a sense of belonging to Hindus.</p> <p><b>Christianity- Christmas</b></p> <p>The children will be able to explain what Christmas means to them and if it receives giving or receiving gifts. They will investigate the meaning of Christmas and the story behind it. What does Christmas mean to Christians?</p>
<p><b>ART</b></p> 	<p><b>Painting and Drawing</b></p> <p>Use colour wash, charcoal, natural colours-techniques inspired by our ancestor's cave paintings.</p> <p>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.</p>	<p><b>Design and Technology</b></p> 	<p><b>Cookery-</b></p> <p>Create a fruit stew recipe (tie in with Forest School)</p> <p>Cook a fruit stew.</p> <p>Test the fruit stew and evaluate how you would change it next time.</p>

<p><b>MUSIC</b></p>   	<p><b>Ballads</b></p> <ul style="list-style-type: none"> <li>• identify the key features of a ballad.</li> <li>• Perform a ballad using actions.</li> <li>• Sing in time and in tune with a song and incorporate actions.</li> <li>• Retell a summary of an animation’s story.</li> <li>• Write a verse with rhyming words which tell part of a story.</li> <li>• Perform their lyrics fluently and with actions.</li> </ul> <p><b>Creating compositions in response to an animation (Theme: Mountains)</b></p> <ul style="list-style-type: none"> <li>• Verbalise how the music makes them feel.</li> <li>• Create actions or movements appropriate to each section of a piece of music.</li> <li>• Play in time and with an awareness of other pupils’ parts, giving some thought to dynamics.</li> <li>• Play melodies and rhythms which represent the section of animation they are accompanying.</li> </ul>	<p><b>MFL</b></p> 	<p><b>Phonetics 1</b></p> <p><b>I am Learning Spanish</b> Learn basics of the country of Spain. Their food, entertainment and culture. Know the names of the colours.</p> <p><b>Animals</b> To learn the names of common animals.</p>
<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>Forest school - Thursdays (only Autumn 1)</b> <b>PE days- Wednesdays</b> <b>Homework-</b> given out on a Friday and expected in on Wednesday. <b>Reading and TTRS to be carried out regularly at home.</b></p>

