Year group: 3
Term: Autumn 1
Topic: The Stone Age, Bronze Age and Iron Age

Literacy	**Book Talk:** Stig of the dump by Clive King Children will focus on: • Prediction • Retrieval • Inference • Decoding • Understanding key vocabulary **Literacy:** **Journey 1: Narrative writing (opening and build up)** • Session 1 – **immerse** • Sessions 2 and 3 – **analyse** (in narrative, this would include 'mapping' the story) • Sessions 4 and 5 (possibly 6) – skills (grammar and punctuation) • Sessions 6, 7 and 8 – **plan**, modelled, shared, guided **writing** • Session 9 – independent **write**, whole text in IWB • Session 10 – **edit** (structured)

	<u>Journey 2:</u> Narrative writing (problem) • Session 1 – **immerse** • Sessions 2 and 3 – **analyse** (in narrative, this would include 'mapping' the story) • Sessions 4 and 5 (possibly 6) – skills (grammar and punctuation) • Sessions 6, 7 and 8 – **plan**, modelled, shared, guided **writing** • Session 9 – independent **write**, whole text in IWB • Session 10 – **edit** (structured) **<u>Journey 3:</u> Narrative writing (resolution and ending)** • Session 1 – **immerse** • Sessions 2 and 3 – **analyse** (in narrative, this would include 'mapping' the story) • Sessions 4 and 5 (possibly 6) – skills (grammar and punctuation) • Sessions 6, 7 and 8 – **plan**, modelled, shared, guided **writing** • Session 9 – independent **write**, whole text in IWB • Session 10 – **edit** (structured)

Maths	**Place Value:** • Represent numbers to 100 • Partition numbers to 100 • Number line to 100 • Hundreds • Represent to 1000 • Partition numbers to 1000 • Flexible partitioning of number up to 1000 • Hundreds, tens and ones • Find 1. 10 and 100 more and less • Number line to 1000 • Estimate on a number line to 1000 • Order numbers to 1000 • Count in 50's **Addition and Subtraction:** • Apply number bonds within 10 • Add and subtract 1 • Add and subtract 10 • Add and subtract 100 • Spot patterns • Add 1's across a 10 • Add 10's across a 100 • Subtract 1's across a 10 • Subtract 10's across a 100 • Make connections • Add two numbers (no exchange) • Subtract two numbers (no exchange) • Add two numbers (across a 10) • Add two numbers (across a 100) • Subtract two numbers (across a 10) • Subtract two numbers (across a 100) • Add 2-digit and 3-digit numbers • Subtract a 2-digit from 3-digit numbers • Complements to 100 • Estimate answers • Inverse operations • Make decisions

Science	**<u>Skeletons, muscles and nutrition</u>** Pupils who are secure will be able to: Recall the three key functions of the skeleton (movement, support and protection). Describe a vertebrate, invertebrate, endoskeleton and exoskeleton and use this information to group animals. Identify and name the skull, spine, ribs and pelvis on a diagram. Recall that muscles cause movements in the body, some of which we can control consciously. Describe that muscles can cause a movement by shortening and pulling on a bone. Recall that animals, including humans, need food to survive. Describe some examples of how energy is used by the body and make comparisons about the energy demands between people. List some of the seven nutrient groups. Name foods that are good sources of nutrient groups and describe what they are needed for in the body. Compare two different meals and explain which is more balanced by naming the nutrient groups and commenting on the relevant proportions. **<u>Children will work scientifically in this unit by:</u>** Recording measurements of different bones and use the data to sort them into size order. Describe some ways scientific research has improved the field of bionics/ prosthetics, such as choice of materials or linking their movement to muscles in the arm.

	Find relevant data on food packaging and make numerical comparisons.
History	**Stone Age, Bronze Age, Iron Age** • How do artifacts inform us about prehistory in Britain? • How did life change during the stone age in Britain? • What was life like in bronze age Britain? • What was life like in iron age Britain? • What does Stonehenge tell us about prehistoric Britain? • How did prehistoric beliefs and rituals change? This sequence of learning covers British History in chronological order from The Stone Age to the Battle of Hastings in 1066. Children will learn about Britain before written records and understand that we can learn about history through evidence in the form of ancient artefacts, archaeological sites, human remains and physical objects. Pupils will be introduced to negative dates (BCE). Pupils will also learn about "prehistoric" and understand that there were no written records in history before the Roman arrival but they will be examining physical artefacts such as remaining buildings and tools. This topic focuses on the milestones of prehistoric civilisation and the impact of using new materials.
Geography	N/A This half term
Art	N/A this half term
Design Technology	**Cooking and nutrition: Eating seasonally Unit outcomes:** By the end of this unit pupils who are secure will be able to… Explain that fruits and vegetables grow in different countries based on their climates. Understand that seasonal fruits and vegetables are those that grow in a given

	season and taste best then. Know that eating seasonal fruit and vegetables has a positive effect on the environment. Design their own tart recipe using seasonal ingredients. Follow the instructions with a recipe. **<u>Key questions:</u>** What seasonal foods do we see in the shops during british summer time? How does the climate affect what we can grow? What do we mean by diet? What are nutrients? What do we call the cooking instructions to make a dish? What do we mean by seasonal food? When a food is in season, what do we mean? How can you keep safe in the kitchen when cooking?

Computing	**iProgramme** **National curriculum links** • Design, write and debug programmes that accomplish specific goals, including controlling or stimulating physical systems: solve problems by decomposing them into smaller parts. • Use sequence, selection and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. **Success criteria** • The children program sprites to move on screen. • The children program sprites to move using coordinates. • The children program sprites to change costume. • The children program sprites to move to music. • The children use the pen tool to draw shapes. • The children combine sound, motion and images to create an animation about themselves.
PE	**Invasion games – hockey** **Knowledge** • Taking part in the game as a team – competitive • Must hit the ball with the flat side of the stick • Only the goalkeeper is allowed to use their feet/ other body parts to control the ball • Goals can only be scored from inside the striking circle – otherwise they do not count • To understand and apply the rules of the game.

RE	**Creation** Prior learning: God is present in every beginning. **Understand** • Encounter the belief that human beings are made 'in the image of God' (Gen 1:27) and talk about what this might mean. Parents and children should love and respect one another, as God wants them to do. • Make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity. • Describe stewardship by making simple links between Genesis 1:26-31 and people's actions today • Using some religious vocabulary, describe how either a psalm or a prayer they have studied praises Creation. • Recognise that in Laudato Si', Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world. **Discern** • Imagining how caring for the world could change the world for the better. • Thinking about how all people should be treated equally and giving reasons that relate to the first Creation story (focusing on Genesis 1:26-31). • Suggesting meanings for an artistic expression of the goodness of Creation, considering the maker's intention (e.g., St Francis of Assisi's Canticle of Creation). • Wondering why the author of the first story of Creation suggests a holy day. **Respond** • Making connections between experiences where people have not been treated equally and how this felt. • Spending time wondering about the blessings of Creation in their own lives. • Reflecting on the prayerful words studied that give thanks for Creation.

Spanish	**Phonetics 1&2 (C0 Im learning Fr/Sp/It)** • Pinpoint spain and other spanish speaking countries on a map of the world. • Ask and answer the question "How are you?" in Spanish. • Say "Hello" and "Goodbye" in Spanish. • Ask and Answer the question "What is your name?" in Spanish. • Count from 1-10 in Spanish. • Say 10 colours in Spanish.
Music	**Recorder:** Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations
RSE	• **Get up!** • **The Sacraments**
Immersive Events/Visits/Vistors etc	**Doncaster Museum (History – Bronze, Stone and Iron Ages).**