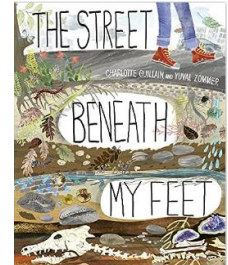


Year 3 – Learning Overview Autumn Term

Topic: The Big Dig – Stone Age to the Iron Age



ENGLISH

Discuss and clarify the meaning of words, linking new meanings to known vocabulary
 Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books

Use appropriate terminology when discussing texts (plot, character, setting)

Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Discuss the authors' choice of words and phrases for effect

Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thought and motives

Justify predictions using evidence from the text

Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud

Begin to use appropriate intonation and volume when reading aloud

Retrieve and record information from non-fiction texts

Begin to use ideas from their own reading and modelled examples to plan their writing

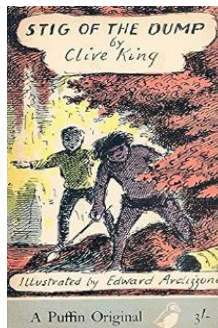
Make deliberate ambitious word choices to add detail

Use further prefixes and suffixes and understand how to add them (English Appendix 1)

Use the first two or three letters of a word to check its spelling in a dictionary

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant;



MATHS

Count to 1000

Count in hundreds, tens and ones

Tell the value of a digit in a 3 digit number

Compare and arrange numbers within 1000

Complete number patterns

Extend the language of addition and subtraction to include sum and difference

Show that addition of two numbers can be done in any order and subtraction of one number from another cannot

Add and subtract numbers using an efficient strategy, explaining their method verbally using concrete objects, pictorial representations and mentally

Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
 recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

Identify, represent and estimate numbers using different representations

Read and write numbers up to 1000 in numerals and in words

Solve number problems and practical problems involving these ideas.

Add and subtract numbers mentally, including:

a three-digit number and ones

a three-digit number and tens

a three-digit number and hundreds

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

Estimate the answer to a calculation and use inverse operations to check answers

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Write and calculate mathematical statements for multiplication and division using the multiplication

that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Plan their writing by:

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

discussing and recording ideas

Draft and write by:

composing and rehearsing sentences orally

(including dialogue),

organising paragraphs around a theme

in narratives, creating settings, characters and plot

in non-narrative material, using simple

organisational devices [for example, headings and sub-headings] evaluate and edit by:

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

proof-read for spelling and punctuation errors

read aloud their own writing, to a group or the

whole class, using appropriate intonation and

controlling the tone and volume so that the

meaning is clear.

tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

SCIENCE

Chemistry - Rocks

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 soil is made from rock and organic matter

Biology – Animals including humans

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

HISTORY

Changes in Britain from the Stone Age to the Iron Age

Learn and understand that:

Stone Age tools and weapons were made of stone and that the Stone Age is split into the Palaeolithic, Mesolithic and Neolithic Stone Age.



The major change that happened later in the Stone Age was that people started to settle in communities and farm the land

People migrated around Europe during this period of history.

In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery and during the Iron Age, people began to make tools and weapons from iron

Stonehenge is a historic site that developed throughout this period.

Hill forts developed during the Iron Age and communities lived in hill forts for protection

COMPUTING



Create an algorithm for an animated scene in the form of a storyboard.

Develop skills in writing a program in Scratch to create the animation.

Learn to correct mistakes in their animation programs.

Develop a number of strategies for finding errors (debugging) in programs.

Build up resilience and strategies for problem solving.

Increase their knowledge and understanding of Scratch.

Online safety:



Understand the risks associated with meeting and talking to people that I don't know.

Explore and discuss the differences between online and face-to-face friendships.

ART



Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines

Mix colours effectively

Use water colour paint to produce washes for background and then add detail

Experiment with creating mood with colour

Use different hardnesses of pencils to show line, tone and texture

Annotate sketches to explain and elaborate ideas

Use shading to show light and shadow

Use hatching and cross hatching to show tone and texture

RELIGIOUS EDUCATION

Enquiry: How do people express a commitment to a religion or worldview in different ways?

- Identify a range of ways in which religious belief can impact daily life.
- Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism.
- Identify some similarities and differences in how people practise and express beliefs about commitment.

Enquiry: What is the Trinity?

- Show awareness of the Biblical origins of Christian teachings of the Trinity.
- Identify different types/genres of writing within the Bible.
- Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature).
- Identify how Christian baptism uses and expresses the doctrine of Trinity.
- Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world

MUSIC (Meet the Orchestra)



Explore orchestral sounds.

Deepen development of listening skills.

Learn about orchestral instruments / families of instruments through various media. Recognising the 'Timbre' (sounds) orchestral instruments / families of instruments produce.

Learning how orchestral instruments / families of instruments are used descriptively in music.

Cross link songs and musical activities to the wider curriculum. Continue to build self-confidence and self-esteem through live performance with the introduction of simple 'Harmony' (part singing). Deepen understanding of the 'Christmas Story'. Rehearse, prepare and perform collaboratively in the Years 3 and 4 Christmas Carol service at St Nicholas Church, Harwich.

PSHE Being me in my world I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I understand why rules are needed and how they relate to rights and responsibilities I understand that my actions affect myself and others and I care about other people's feelings I can make responsible choices and take action I understand my actions affect others and try to see things from their points of view Celebrating difference I understand that everybody's family is different and important to them I understand that differences and conflicts sometimes happen among family members I know what it means to be a witness to bullying I know that witnesses can make the situation better or worse by what they do I recognise that some words are used in hurtful ways I can tell you about a time when my words affected someone's feelings and what the consequences were	PHYSICAL EDUCATION - Using fundamental movement skills such as Agility, balance and coordination, travel with the ball using different parts of the feet - Develop ways to change direction using both feet, whilst keeping the ball under close control - To be aware of others when playing games - To choose the correct skills to meet a challenge - Apply and combine a range of skills in small sided games - Begin to understand the rules of competitive game scenarios - Develop previously learnt Gymnastics skills - Introduce a range of jumping techniques and shapes, using equipment - Link jumping techniques to travel and perform sequences in small groups - Develop confidence on the wall bars Introduce a range of climbing grips to develop strength, confidence and competence
FOREIGN LANGUAGES During the first half term the children using songs, games, native speaker clips and group, paired and independent tasks, the children will explore the following content, topics and language, including phonics, early stages of conversation building, the concept of gender and link their French to their class topic as follows: - Discover where France is in the world - Virtually explore Neolithic sites in France - Learn how to say greetings in French - Learn how to ask and answer how they are feeling - Learn how to ask somebody their name and how to introduce their name in French - Recall numbers from 1 to 15 - Recall colours in French - Meet some animal nouns - Meet caveperson action verbs During the second half term the children will : - Revisit and recall colours - Learn new colours for Autumn/Bonfire Night - Learn the names of days of the week - Follow a story about days of the week - Learn the months of the year	

- Recognise the nouns written down
- Express their birthday month