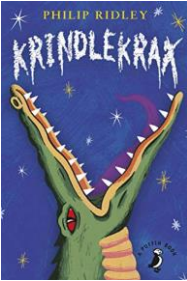
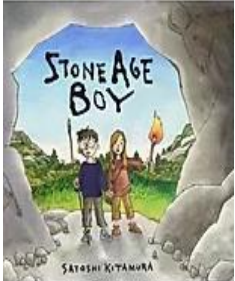
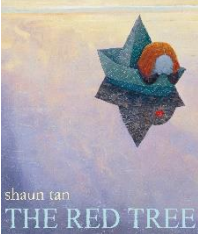





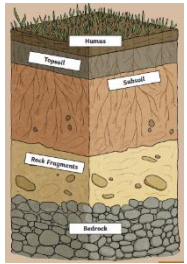












Year 3 Overview Autumn 2: The Secrets of the Stone Age

English	Maths	Science														
<p>Writing to inform</p> <ul style="list-style-type: none"> → How to Wash A Woolly Mammoth (Instruction Text) <p>Writing to entertain</p> <p>Autumn is Here (Poetry)</p> <ul style="list-style-type: none"> → Adjectives → Personification → Metaphors → Verbs and Adverbs → Alliteration <p>Stone Age Boy (narrative)</p> <ul style="list-style-type: none"> → Precise Verbs → Preposition → Repetition/Word Families → Adverbials → Noun phrases → Onomatopoeia → Similes → Repetition for effect → Exclamation Marks → Synonyms → Coordinating Conjunctions <p>Spellings</p> <ul style="list-style-type: none"> → prefix 're', 'dis' and 'mis' → adding suffixes beginning with vowels → challenge words → The long vowel /a/ sound spelled 'ai'. → The long /a/ vowel sound spelled 'ei.' 	<p>Reading</p> <p>Class Novel: Krindlekrax By Philip Ridley</p>  <p>Wider Reading Across The Curriculum: Stone Age Boy The Red Tree</p>    <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 30%; text-align: center;">Vocabulary</td> <td rowspan="5" style="text-align: center; vertical-align: middle;">Development of skills across a range of genres and through the curriculum.</td> </tr> <tr> <td style="text-align: center;">Inference</td> </tr> <tr> <td style="text-align: center;">Prediction</td> </tr> <tr> <td style="text-align: center;">Explain</td> </tr> <tr> <td style="text-align: center;">Retrieve</td> </tr> <tr> <td style="text-align: center;">Summarise</td> <td></td> </tr> </table> <p style="text-align: center; margin-top: 10px;">Development of reading accuracy and fluency across a range of age appropriate texts.</p>	Vocabulary	Development of skills across a range of genres and through the curriculum.	Inference	Prediction	Explain	Retrieve	Summarise		<p>Prior Learning: Multiplication: Using 2, 5 and 10x. Using arrays.</p> <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> • Multiplication using the symbols • Using arrays. • Multiplication and division facts using 2, 5 and 10x tables. • Make equal groups by sharing and grouping. • Multiply and divide by 3, 4 and 8. • Using and applying the 3, 4 and 8 times table. <p>TT Rockstar Battle: Year 3 v Year 4 (Week 4 – w/c 25/11/24)</p> <p>Times table focus : 6x table</p>  <p style="text-align: center; margin-top: 20px;">Types of Rocks</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Igneous rocks</td> <td style="width: 33%;">Sedimentary rocks</td> <td style="width: 33%;">Metamorphic rocks</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>  <p style="text-align: center; background-color: #d9e1f2; padding: 5px;">Foreign languages</p> <p>Presenting Myself</p> <ul style="list-style-type: none"> • Count to 20. • Say their name and age. • Say hello and goodbye, then ask how somebody is feeling. • Tell you where they live. • Tell you their nationality and understand basic gender 	Igneous rocks	Sedimentary rocks	Metamorphic rocks			
Vocabulary	Development of skills across a range of genres and through the curriculum.															
Inference																
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Explain																
Retrieve																
Summarise																
Igneous rocks	Sedimentary rocks	Metamorphic rocks														
																

PSHE	Design Technology	Computing	PE
<p>Prior learning: Y2 – RE and PSHE what makes us special, unique and different. Using kind words to make people feel special.</p> <p>Celebrating differences</p> <ul style="list-style-type: none"> ➤ I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. ➤ I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help. 	<p>Prior learning: Y2 – Designing, making and evaluating.</p> <p>Food and Nutrition:</p> <p>Healthy and Varied Diet</p> <p>Design, make and evaluate a fruit crumble.</p> <p>Technical knowledge and understanding:</p> <ul style="list-style-type: none"> • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately. 	<p>Prior learning: Y2 – Understanding how IT devices work. Using different programs to present ideas. Use technology purposely to create digital content.</p> <p>Stop-frame animations:</p> <ul style="list-style-type: none"> • To explain that animation is a sequence of drawings or photographs. • To relate animated movement with a sequence of images. • To plan an animation. • To identify the need to work consistently and carefully. • To review and improve an animation. • To evaluate the impact of adding other media to an animation. 	<p>Prior learning: Y2 – Learning basic skills to apply to team sports. Moving in different directions safely with speed.</p> <p>Competitive games: Hockey Dance</p> <ul style="list-style-type: none"> • Play competitive games and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance. • Perform dances using a range of movement patterns. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
RE		History	
<p>Prior learning: Y2 – Looking at different faiths and beliefs. Recognising our own feelings and those of others. Looking at messages given in the Bible and the Qur'an.</p> <p>Dispositions:</p> <ul style="list-style-type: none"> • Creating Unity and Harmony • Participating and Willing to Lead  <p>How are you both different from, yet the same as everyone else?</p> <p>What brings followers of Islam together?</p> <p>What brings followers of the Baha'i faith together?</p> <p>What is good about taking part/joining in? How do some Christians join in?</p> <p>How do Christians worship together at Christmas?</p> <p>What kind of songs do Christians sing at Christmas?</p>		<p>Prior learning: Y2 – Identify changes over time – how places have changed, how lives were different in the past and compare these periods.</p> <p>British Historical Study: Changes in Britain from Stone Age to Iron Age</p>  <p>Key Enquiry Question: How did daily life change in Britain from the Stone Age to the Iron Age?</p> <ul style="list-style-type: none"> • I can place ages in order of time and understand the meaning of their names. • I can place artefacts within their correct age. • With support, I can use BCE (Boldmere Timeline). • I can observe evidence to ask about the past and come to conclusions based on what I have seen. • I can explain how we find prehistoric evidence. • I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration. • With support, I can begin to explain the concept of change over a long period of history. • I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age. • I can suggest suitable sources of evidence to find out about significant people/events. 	