

## Year 3 Overview Autumn 1 : The Secrets of the Stone Age

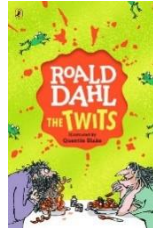
### English

Prior Learning: Y2 – Narrative writing across a range of topics. Using expanded noun phrases to add extra information to writing.

#### Writing

##### Writing to Entertain

Character Descriptions  
Performance poetry



##### Writing to inform

Diary entries  
Non-chronological reports

#### Grammar

- Understand how to use nouns and pronouns for clarity and cohesion
- Use fronted adverbials to show how or/and when an event occurs
- Using the present form of verbs in contrast to the past tense
- Extending the range of sentences with more than one clause by using a wider range of conjunctions

#### Punctuation

- Include full stops, capital letters, question marks, exclamation marks and commas (list) mostly accurately
- Using commas after fronted adverbials

#### Spellings

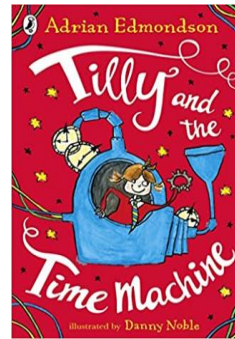
- The 'ow' sound spelt 'ou'
- The 'u' sound spelt 'ou'
- The 'i' sound spelt with a 'y'
- The 'ze' sound spelt 'sure'
- The 'ch' sound spelt 'ture'

#### Reading

##### Class Novel:

##### Tilly and the Time Machine

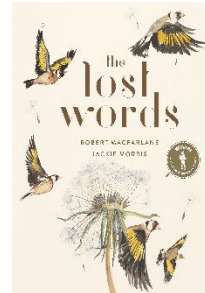
by Adrian Edmondson



##### Wider Reading Across The Curriculum:

##### Stone Age Boy

##### The Lost Words



<b>Vocabulary</b>	Development of skills across a range of genres and through the curriculum.
<b>Inference</b>	
<b>Prediction</b>	
<b>Explain</b>	
<b>Retrieve</b>	
<b>Summarise</b>	

Development of reading accuracy and fluency across a range of age appropriate texts.

### Maths

Prior Learning: Y2 – Using different operations. Represent numbers using tens and ones apparatus and pictorial representations. Compare and numbers up to 100.

#### Place Value

- Identify, represent and estimate numbers using different representations
- Begin to count from 0 in multiples of 4, 8, 50 and 100
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- Compare and order numbers up to 1000
- Solve number problems and practical problems involving these ideas

#### Addition and Subtraction

- Add and subtract two numbers across 10 and 100
- Add two and three-digit numbers
- Subtract a 2-digit number from a 3-digit number

#### Multiplication and division

- Using arrays
- Sharing and grouping
- The 2, 4 and 8 times tables.

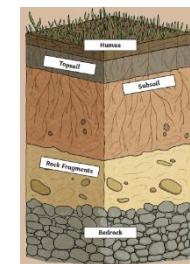
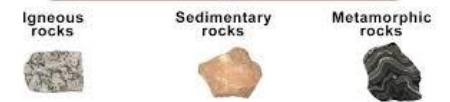
### Science

Prior Learning: KS1 – Grouping and comparing objects in the real world. Dinosaurs – fossils.

#### 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 soils are made from rocks and organic matter.




#### Types of Rocks



#### Foreign languages

- Introduction to basic French words, such as numbers and colours
- Pronunciation skills
- How to introduce yourself



PSHE	Art	Computing	PE
<p><b>Prior learning:</b> Y2 – Getting to know each other and what makes us unique. Working towards, setting and achieving a goal. Understanding of rewards and consequences.</p> <p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>I can explain how my behaviour can affect how others feel and behave.</li> <li>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</li> </ul> 	<p><b>Prior learning:</b> Y2 – To explore the life and works of an artist. To express opinions about an artist's work. create pieces of work in the style of an artist.</p>  <p><b>Sculpture (Nature Art)</b> <b>Andy Goldsworthy</b></p> <ul style="list-style-type: none"> <li>Combine materials to make patterns and textiles and describe objects.</li> <li>Know and describe the work of artists, craftspeople, architects and designers.</li> <li>Express original thoughts and ideas about the art of others.</li> <li>Reflect on preferences about their work in order to improve it.</li> <li>Discuss art using an increasingly sophisticated use of language.</li> </ul>	<p><b>Prior learning:</b> Y2 – Using laptops. Programming (Scratch). Understanding how IT devices work.</p> <p><b>Connecting Computers</b></p> <ul style="list-style-type: none"> <li>To explain how digital devices function.</li> <li>To identify input and output devices.</li> <li>To recognise how digital devices can change the way that we work</li> <li>To explain how a computer network can be used to share information</li> <li>To explore how digital devices can be connected</li> <li>To recognise the physical components of a network</li> </ul>	<p><b>Prior learning:</b> Y2 – Learning basic skills to apply to team sports. Moving in different directions safely with speed.</p> <p><b>Competitive games:</b> <b>Football and Netball</b> Real PE cog – <i>Personal</i></p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play <b>competitive games</b> and apply basic principles suitable for attacking and defending</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
RE		Music	
<p><b>Prior learning:</b> 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><b>Sharing and Being generous</b></p> <p>♣The story of the rich fool ♣The story of Duni Chand ♣Zakah ♣Harvest</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>Is it ever right to wish for others what one wishes for oneself? Do you like to give presents? What can people give that does not cost money?</li> <li>Are you rich enough to share? What do believers of Sikhism teach about sharing with others?</li> <li>What do believers of Islam (or other RT) teach about sharing with others?</li> <li>What do believers of Christianity teach about sharing with others?</li> </ul> <p><b>Caring for Others, Animals and the Environment</b></p> <p>♣Stewardship ♣5 precepts ♣Ahimsa</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>What do others do for us? What can I do for others? What can I do to look after the world I live in? What so Ahmadiyya Muslims believe about caring for others?</li> <li>How do God want believers to care for others?</li> <li>How do Buddhist and Jains show care for the world?</li> </ul>		<p><b>Prior learning:</b> Y2 – Listening to and appraising music and explain what they like about it.</p> <p><b>Listen and Appraise</b></p>  <p>Show appreciation for music, discussing likes and dislikes.</p> <ul style="list-style-type: none"> <li>Describe a piece of music using musical vocabulary: <ul style="list-style-type: none"> <li>Dynamics – loud, quiet</li> <li>Tempo – fast, slow</li> <li><b>Timbre</b> – bright, dark</li> </ul> </li> <li>Listen and respond to a range of music, placing the music within a historical context.</li> </ul> <p><b>Play and perform - percussion</b></p> <p>Listen to and repeat simple rhythms with a steady pulse. Recognise that different notes (<b>crochets</b>, <b>minims</b> and <b>crotchet rests</b>) have different <b>durations</b>. Play a rhythmical pattern on an instrument clearly - <b>Crochets</b>, <b>minims</b> and <b>crotchet rests</b></p>	

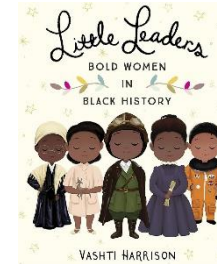
## History

**Prior learning: Y2** – Identify changes over time – how places have changed, how lives were different in the past and compare these periods.

### Black History Month

#### Knowledge and understanding of events, people and changes in the past

- Identify and begin to describe historically significant people and events in situations
- Ask and answer questions about the past, beginning to consider aspects of similarity and difference



### The Stone Age

#### Knowledge and understanding of events, people and changes in the past

- Begin to picture what life would have been like for early settlers
- Use various primary and secondary sources to piece together information about a period in history to form a conclusion about Stone Age:
  - Food and homes
  - Rich and poor
  - Health
  - Weapons and implements.

### Chronological Understanding

#### Using the Boldmere Timeline...

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Use a timeline to place historical events in chronological order and begin to use dates to explain when things happened
- Describe dates and order significant events from the time period studied)
- Recognise that their own lives are different from the lives of people in the past

