**Gagle Brook Primary School – Year 3 Autumn Term 2 2023-24**

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| **Big Question: Hidden behind the picture is?** | | | | | *With a focus on: Art & History* | | |
| **Key vocabulary we will learn this term:**  UK & Commonwealth Services of Remembrance in Poland - GOV.UK     * Brazilian Artist Beatriz Milhazes's Lush, High-Ceilinged Rio de Janeiro  Studio Will Give You Extensive Workspace EnvyImage result for stoine age Vocabulary   Beatriz Milhazes | White Cube   * . | | | | | This term promises to be an exciting term with our big question: **Hidden behind the picture is?** Our Year 3 topic is called Stone Age.  In History we will be exploring the world from the Stone Age to the Iron Age. In Art we will be designing, making and evaluating 3D sculpture.  The children will take part in fortnightly ‘Learning in Nature’ sessions and PE continue to take place twice weekly (Monday and Wednesday).  ***Key dates for the diary:***  ***30th October –*** *New term and school photos*  ***2nd November –*** *Hook Day: dressing up as an artist*  ***10th November –*** *Break the Rules Day!*  ***15th November –*** *PSHE workshop for parents*  ***17th November –*** *Children in Need Day*  ***25th November – 3rd December –*** *National Tree week*  ***7th December*** *– Christmas Panto in school*  ***8th December –*** *Christmas Jumper Day*  ***13th December –*** *Christmas lunch*  ***18th December –*** *A Christmas Wish Year 3, 4, 5 performance*  ***20th December – End of Term***  ***8th January – Back to School Term 3*** | | |
| **At Gagle Brook, learning will be driven by:** | | | | |
| **Knowledge & Skills** | **Enquiring Minds** | | **Language Rich** | | **Values & One Planet Principles** | | |
| Our learning is carefully sequenced to ensure that the children consolidate the knowledge and skills previously learnt and new skills are carefully steadily built upon in small, incremental steps. The children will take their learning deeper before covering new content.    noun_knowledge_4006945 | noun_mind_2911298We care about our learning and the children will demonstrate this through having enquiring minds and asking questions. There are no limits to curiosity, questioning and challenge, whether children are actively learning inside or in our extensive outdoor classroom environment whilst building resilience, independence and a ‘can do’ attitude. | | We will provide the children with a school environment which is rich in opportunities for exploring language and acquiring new language skills. Key vocabulary will be displayed in the classroom and children will make use of this within their learning. We will immerse children in high quality texts across the curriculum and continue our ‘Reading for Pleasure’ ethos. noun_languages_2473280 | | Our values and one planet principles sit at the heart of our school community. Each term we choose a key figure who represents our values, and the children learn about them.  **Our Value this term is:**  Equality  **Our Key Figure this term is:**  Beatriz Milhazes    **Our One Planet Principle is:**  Sustainable Water & Zero Carbon | | |
| **Core Learning Skills** | | **As Successful Learners…** | **Core Learning Skills** | | | | |
| **As Writers and Readers…** | | We will be immersing ourselves into the One Planet Living Principles, focusing on just a few so children can really understand the impact they can make on the planet through the decisions they make.  We will also be learning about Beatriz Milhazes this term:  **Full name**: Beatriz Milhazes **Born**: 1960 **Hometown**: Rio de Janeiro, Brazil. **Occupation**: Artist.  **Best known for**: She is known for her work juxtaposing Brazilian cultural imagery and references to western Modernist painting.  Beatriz Milhazes - Galerie Max Hetzler | **As Historians…** | | **As Theologists…** | | **As Technologists…** |
| This term our core text is ‘Stone Age Boy’ by Satoshi Kitamura. We will start the term by immersing the children into the lives of the Stone Age people, researching and presenting our findings. The children will go on to write character descriptions using complex and compound sentences, as well as writing their own diary entry. In the final few weeks of term, the children will create their own leaflet all about the Stone Age.  Guided Reading, spellings, handwriting and grammar will continue to be taught as part of the English curriculum.  At Gagle Brook we emphasise the importance of reading widely and are passionate about reading. This term the children will explore a variety of texts linked to our core texts, giving contextual knowledge and developing their reading skills using retrieval and inference.  Please do try to hear your child read daily and use their reading diary to record the reads in. We will also listen to the children read weekly in school. | | Children will learn about how Britain changed from Stone Age through to Iron Age. We will look at over 6000 years for History and how the people of Britain changed from nomadic groups, to settled farmers making intricate tools and homeware.  **We are learning:**   * What life was like in Stone Age Britain 8000 years ago. * How life changed when man started to farm and why they did so. * What life was like in Bronze Age Britain around 4000 years ago. * The move to the Iron Age and how life changed in Britain some 2000 years ago. * What evidence has been left behind from this period and how we can interpret this evidence to build up a picture of life at this period in time. | | The children will be learning about the meaning behind different signs and symbols.  **We are learning:**   * About signs and symbols that are important to us * About signs and symbols in places of worship * Signs and symbols and what they represent | | We always begin our computing learning by discussing our **SMART** rules – focusing on **M for Meeting**. We will also be considering Technology in our Lives, it’s impact both positive and negative.  **We are learning:**   * How digital devices work * How parts make up a digital device * How digital devices can help us * How we are connected * How computers are connected * How our school is connected |
| **As Mathematicians…** | | **As Scientists…** | | | | |
| For the start of the term, we will by looking at **Multiplication and Division**. We will be learning how to build the 3, 4 and 8 times tables, as well as recalling and using the related multiplication and division facts for each.    For the majority of the term we will be looking at **Mental Methods** for **Addition and Subtraction**. Starting with adding and subtracting ones to/from 3-digit numbers, all the way up to adding and subtracting a 3-digit number to/from a 3-digit number. | | **Working Scientifically**  **We are learning:**   * To make a series of careful observations. * To gather, record, classify and present data in a variety of ways to help in answering questions. | | **Rocks**  Rock is a naturally occurring material. There are different types of rock e.g. sandstone, limestone, slate etc. which have different properties. Rocks can be hard or soft. They have different sizes of grain or crystal. They may absorb water. Rocks can be different shapes and sizes (stones, pebbles, boulders). Soils are made up of pieces of ground down rock which may be mixed with plant and animal material (organic matter). The type of rock, size of rock pieces and the amount of organic matter affect the property of the soil. Some rocks contain fossils. Fossils were formed millions of years ago. When plants and animals died, they fell to the seabed. They became covered and squashed by other material. Over time the dissolving animal and plant matter is replaced by minerals from the water. | | |
| **PHSE** |
| **Celebrating Differences**  Accept that everyone is different.  Include others when working and playing.  Know how to help if someone is being bullied.  Try to solve problems.  Try to use kind words.  Know how to give and receive compliments.  Primary and Secondary PSHE fulfilling RSE | Jigsaw PSHE Ltd |
| **As Artist and Design Technologists…** | | **As Athletes…** | **As Musicians…** | |
| We are learning the art of sculpture with a focus on Stone Henge.  **We are learning:**  **-** Can I develop my own design and form ideas?  - Can I use scoring, slip and blending to join and assemble clay?  - Can I order the four stages of my planning ready to sculpt?  - Can I use different techniques to create a sculpture using clay?  - Can I add detail to my design to enhance it further?  - Can I evaluate my design  We will also be designing our own Christmas Cards in Design Technology using levers and hinges. | **Invasion games**  We will be working on the children’s balance, agility, and coordination, through different invasion games: for example tag rugby, netball and bench ball.    **Dance**  We will be looking at performing at different levels and space with different stimuli. | | **Developing Notation Skills**    This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration. | |
| **Values for life** |
| The value for Term 1 is: **Equality**  Our key figure this term is:  **Beatriz Milhazes** |