

Savage Stone Age! (Y3T4)

Wow Starter: We will begin the Topic by watching a short Horrible Histories introduction to the Stone Age.

Final Event: Completing cave Art as if we are in the caves ourselves!



Teacher: Edix

UNDERSTANDING THE WORLD

Working scientifically LKS2 · sc35 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

· sc37 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • sc39 identifying differences, similarities or changes related to simple scientific ideas and processes

Rocks LK52

• sc47 compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

• sc48 describe in simple terms how fossils are formed when things that have lived are trapped

sc49 recognise that soils are made from rocks and

Core Skills across the Key Stage LKS2

· hi18 I can place events, people and changes into correct periods of time (British, local and world

· hi19 I can describe key features and events in the periods and societies I have studied · hi20 I can recognise similarities and differences

· hi23 can ask and answer questions about similarities and differences and their significance · hi25 I can produce structured work from an appropriate range of resources relevant to the focus of enquiry

· hi29 I have studied changes in Britain from the Stone Age to the Iron Age

civilisations whilst being aware that sources of

between periods of time

· hi39 I can give reasons for the settlement in Britain by the Anglo-Saxons and Scots · hi60 I can locate and describe the earliest evidence from those times can be interpreted in

EXPRESSIVE ARTS AND DESIGN

LKS2

ad10 I can show in my sketch book how I have developed techniques and ideas ad12 I can show examples of drawing using pencil

and charcoal. · ad13 I can show examples of painting with different kinds of paint

· ad14 I can show examples of my work in clay · ad15 I can talk about some famous artists, architects and designers from the past

· dt29 I can make a model of my design

• mu14 I can compose pieces of music for a specific purpose, choosing and combining sounds to achieve the effect I desire · mu16 I can listen carefully and perform accurately from memory · mu20 I can identify music from different

MATHEMATICS AND COMPUTING

Number - number and place value LKS2 • m81 recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

Number - addition and subtraction LKS2 m90 add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

Number - multiplication and division LKS2 m94 write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • m95 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.

Measurement LKS2

• m103 measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity

· m104 measure the perimeter of simple 2-D shapes · m105 add and subtract amounts of money to give change, using both £ and p in practical contexts · m106 tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks · m107 estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight

· m108 know the number of seconds in a minute and the number of days in each month, year and leap

· m109 compare durations of events [for example to calculate the time taken by particular events or

In Science, we will be learning about Rocks and Fossils. This will help us understand the Stone Age and where we find out about our history. We will be learning about why rocks are useful around school and recognise that there is rock under all surfaces. Year 3 will be able to describe what happens when a volcano erupt and how rocks are broken down. Finally we will look at fossils, understanding how they are formed and even create our own fossils!

Our topic this term is 'Savage Stone Age'. We will be learning lots of exciting things like who the first people in Britain were and what their life was like living in the Stone Age. Year 3 will look at and discover the types of tools they used and what they were used for along with their general day-to-day life. This then will lead onto the Iron Age and how things were different even then.
 The children will have a 'Stone Age' Crime Scene to solve using their prior skills across the

they used and create their own version of cave paintings.
 The children will be using a range of resources to recreate this style of artwork. We will try out using original sticks and ink, painting brushes with paint and finally charcoaling and chalking for this process.

Music
This term in Music we will be focusing around one song from Benjamin Britten's
Friday Afternoons: There was a monkey. In this unit we will have the opportunity to
research Benjamin Britten's life and listen to many of his other works. We will be
learning the song and playing instruments along with the instrumental version of the
song. We will focus on pitch, rhythm and pulse activities too. Savage Stone Age! (Y3T4)

In Maths we are working on the unit of measurement. This will include reading a range of scales in cm/mm, g/kg and ml/l. We will then be looking at the perimeter of shape and time! In time we will be learning to read the time to the nearest minute on an analogue clock in 12, 24 and roman numerals. Finally we will look at adding and subtracting amounts of money to give change using both £ and p.

In this unit of work, year 3 will investigate how computer networks work. They use simulation and learn some simple command prompt (C☺ tools for testing network connections.

RRSA Continuing

RRSA rights and

responsibilities

through classroom

lessons.

Whole School

assembly Article

CBBC news round

We will be watchi

lobal news daily a discuss our rights

based on the up current news stories.

In French we are really lucky this term to have Miss Melloy to come in and help with our French. We are going to be learning and recapping numbers, days and months, simple gestures and also simple commands that may be heard in the

Year 3 will continue to learn about respect for self and others and the importance of responsible behaviours including respecting and protecting the environment. We will also begin to look at where money comes from, how to keep it safe and how to manage

This is the second term looking at Judaism-We will look at the features of a synagogue and compare this to a Christian church. Finally, Year 3 will research the celebration of Passover and what happens at this festival.

English
For our novel this term we are reading 'Stig of the Dump'. This is a fantastic book
written by Clive King. We will be predicting who Stig is and then inferring and
comparing the different characters form the novel. There will be range of writing
activities we will be completing this term including; s setting description, writing in
Barney's point of view and finally completing a book review. We are really excited to

In PE this term the children will be learning through OAA and

In OAA they will be developing their problem solving skills as well as cooperating with others in problem solving activities.

In Gymnastics they will be focusing on travelling with a change of

direction and linking rolling movements together.

The children will also be taking part in Dance Fit lessons with Arts

OUTDOOR LEARNING

Science- Most lessons require outdoor observations and exploring due to working with rocks and fossils.

PE- Year 3 have PE on Tuesdays and Thursdays with Miss Dix and Dance on a Wednesday with Arts NK

SMSC Assemblies PSHE Class Charter Circle Time Partner talk

COMMUNICATION AND LANGUAGE

LKS2

• fl1 I can understand what is being said to me and respond correctly

• fl2.1 I can spell and pronounce the words correctly in the songs and poems I know • fl3 I can have a conversation including asking and

answering questions • fl3.1 I can express my own and understand others' opinions

• fl7 I can read simple passages with understanding

· fl11 I can speak and write about everyday life · sl16 articulate and justify answers, arguments and

· sl21 participate in discussions, presentations, performances, role play, improvisations and debates • s123 consider and evaluate different viewpoints, attending to and building on the contributions of

PSED & RELIGIOUS EDUCATION

PSED Developing a healthy, safer lifestyle LKS2 • ph14 Follow simple, safe routines to reduce the spread of bacteria/viruses.

PSED Developing good relationships and

respecting the differences between people LKS2 • pr25 Understand that their actions affect themselves and others.

· pr26 Able to empathise with another viewpoint. • pr27 Consolidate understanding of differences and similarities between people.

• rf24 Discuss their own religious beliefs.

Learning About Religion LKS2 • ra21 Identify and begin to describe the similarities in religions.

· ra23 Begin to consider the meaning of a range of forms of religious expression. · ra24 Begin to learn specialist vocabulary to communicate their knowledge and understanding. · ra25 Begin to use information about religions from a range of sources.

RE - Learning From Religion LKS2

LITERACY

Reading - comprehension LKS2

• e139 reading books that are structured in

different ways and reading for a range of purposes • e141 increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

· e147 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

• e149 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

• e150 predicting what might happen from details stated and implied • e151 identifying main ideas drawn from more than

one paragraph and summarising these

Writing - transcription - Spelling LKS2 • e158 place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Writing - composition LK52

- e165 discussing and recording ideas
- e166 draft and write by:

• e168 organising paragraphs around a theme • e169 in narratives, creating settings, characters

• e172 assessing the effectiveness of their own and others' writing and suggesting improvements

 e173 proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences e174 proof-read for spelling and punctuation

Writing - vocabulary, grammar and punctuation

• e177 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • e178 using the present perfect form of verbs in

contrast to the past tense • e180 using conjunctions, adverbs and prepositions to express time and cause

• e182 learning the grammar for years 3 and 4 in English Appendix 2

• e186 using and punctuating direct speech

PHYSICAL EDUCATION

• pe6.1 I can perform fluent gymnastics sequences to demonstrate my control and balance • pe8 I can tell you about outdoor and adventurous activities I have achieved on my own

• pe8.1 I can tell you about outdoor and adventurous activities I have achieved in a team • pe9.1 I can show you how I have improved in different activities over time



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Number - addition and subtraction LKS2

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connected to m objects.

and 12-hour and 24-hour clocks

afternoon, noon and midnight

tasks1.

Measurement LKS2

• m90 add and subtract numbers with up to three

digits, using formal written methods of columnar

Number - multiplication and division LKS2

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accuracy to the nearest minute; record and compare

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vocabulary such as o'clock, a.m./p.m., morning,

(m/cm/mm); mass (kg/g); volume/capacity (l/ml)

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• m106 tell and write the time from an analogue

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tables that they know, including for two-digit numbers

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- sc48 describe in simple terms how fossils are formed when things that have lived are trapped within
- sc49 recognise that soils are made from rocks and organic matter

• hi18 Pupils should continue to develop a

- chronologically secure knowledge and understanding of British, local and world history
- hi19 Pupils should continue to establish clear narratives within and across the periods they study. hi20 They should note connections, contrasts and trends over time
- · hi23 They should regularly address and sometimes devise historically valid questions about similarity and difference and significance
- · hi25 They should construct informed responses that involve organisation of relevant historical information. • hi29 changes in Britain from the Stone Age to the Iron Age
- hi39 Britain's settlement by Anglo-Saxons and
- hi60 the achievements of the earliest civilizations an overview of where and when the first civilizations appeared

- LKS2 and balance, for example gymnastics
 - pe8 take part in outdoor and adventurous activity challenges individually
 - pe8.1 take part in outdoor and adventurous activity challenges within a team

PHYSICAL EDUCATION

pe9.1 demonstrate improvement

techniques, including painting with a range of

• ad14 to improve their mastery of art and design

ad15 about great artists, architects and designers in

• dt29 generate, develop, model and communicate

• mu14 improvise and compose music for a range of

mu16 listen with attention to detail and recall

• mu20 understand music drawn from different

sounds with increasing aural memory

techniques, including sculpture with a range of

EXPRESSIVE ARTS AND DESIGN

- ad10 to create sketch books to record their **pe6.1** develop flexibility, strength, technique, control observations and use them to review and revisit
- - ad12 to improve their mastery of art and design techniques, including drawing with pencil and charcoal • ad13 to improve their mastery of art and design

LKS2

materials

history.

Design LKS2

purposes

traditions

materials including clay.

their ideas through prototypes

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LITERACY

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- e182 learning the grammar for years 3 and 4 in English Appendix 2
- e186 using and punctuating direct speech

• fl1 listen attentively to spoken language and show

COMMUNICATION AND LANGUAGE

- understanding by joining in and responding • fl2.1 link the spelling, sound and meaning of words
- fl3 engage in conversations; ask and answer questions
- fl3.1 engage in conversations and express opinion and respond to those of others
- fl7 read carefully and show understanding of words. phrases and simple writing
- fl11 describe people, places, things and actions orallyand in writing
- sl16 articulate and justify answers, arguments and
- sl21 participate in discussions, presentations,
- performances, role play, improvisations and debates sl23 consider and evaluate different viewpoints, attending to and building on the contributions of

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