

ENGLISH



Children will:

- read/research information about Stonehenge and create their own information texts/fact files.

- read/explore the story 'Stone Age Boy'—they will infer and write conversations between the characters, learning how to punctuate speech correctly.

MATHS



Year 3 Overview—White Rose Maths Hub

Year 3 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value		Number: Addition and Subtraction			Number: Multiplication and Division			Measurement			
Spring	Number: Multiplication and Division			Measurement			Number: Fractions			Consolidation		
Summer	Number: Fractions			Geometry: Properties of Shapes			Measurement			Science Consolidation		

SCIENCE



Rocks

Children will:

- 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 a rock
- recognise that soils are made from rocks and organic matter

COMPUTING



Children will:

- carry out research about Stonehenge
- use search technologies and appreciate how results are reached to support finding facts about Stone Age

MUSIC



Wider opportunities sessions

Throughout the year, the children will have the opportunity to learn to play a brass instrument. They will play and perform in solo and ensemble contexts, using their voices and playing their instruments with increasing accuracy, fluency, control and expression. They will use and understand staff and other musical notations.

R.E

(in line with Oldham LEA agreed syllabus)



Christianity

Children will:

- learn about religion, family and community contributions to local life

Key Texts

Guided Reading Text:
UG by Raymond Briggs
How to wash a woolly mammoth by Michelle Robinson

Stone Age Boy by Satoshi Kitamura

Secrets of Stonehenge by Mick Manning

Topic / Theme:

Stone Age

Year 3

(T: Aut II)

Key Vocabulary

rocks, soils, fossils, organic, permeable, absorbent, granite, marble, texture, sand, stone, slate, surface, Stone Age, Iron Age, Bronze Age, Neolithic, Palaeolithic, Mesolithic, hunters, gatherers,

Enrichment Opportunities:

- Film stimulus: The Croods

P.E.



- Swimming
- Net and Wall games (volleyball)

HUMANITIES

(geography and history)



History

Children will learn about the changes in Britain from the Stone Age to the Iron Age. They will discover how humans first came to Britain, how they lived and what developments were made in each era. The children will understand the term 'pre-history' and identify it as the period before there were written records of events and people, before going on to explore how archaeologists found out about this period when there was no written evidence to rely on. They will place the Stone Age, Bronze Age and Iron Age on a timeline.

THE ARTS

(design + technology and art + design)



Design and Technology

Children will design, create and make a prehistoric pot. They will research the designs, shapes and patterns and then use clay to sculpt their own pots and paint them.

Art and Design

Children will produce a whole class mural similar to a cave painting using inspiration from Emily Gravett's book 'Cave Baby'.

PSHE



Core theme 2: Relationships

Children will learn:

- that their actions affect themselves and others
- to judge what kind of physical contact is acceptable or unacceptable
- how to respond to the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
- to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view

(Anti-bullying week in November)

MFL (French)



Year 3—Unit 1 (Autumn Term)

- I can greet my friends in French.
- I can say goodbye in French
- I can answer the register.
- I can ask how others are.
- I can ask somebody their name.
- I can understand numbers 0-12
- I can listen and respond to classroom instructions.
- I can name simple classroom objects.
- I know that some objects are female and some are male.