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| <p>Maths Following White Rose Programme Revision Number & Place Value: Understand place value in, order and compare 3-digit numbers. (Mental) Addition & Subtraction: Know number bonds to 20 and use them in addition and subtraction; Add/subtract 1, 10 and 100 to/from any 3-digit number. Use place value to add and subtract 1s, 10s, 100s to/from 2 and 3-digit numbers. Add and subtract near multiples of 10 to/from 3-digit numbers. Multiplication, Division: Know multiplication facts for the 3,4 and 8 times tables up to the 12th multiple, derive corresponding division facts. Divide by 2, 3, 4, 5 and 10, including giving remainders, Halving, Doubling : Double 2-digit numbers and halve even 2-digit numbers.</p> | | <p>English Fiction: Starting with activities based on <i>Journey</i> by Aaron Becker to support a transition curriculum as our children return to school. Activities will provide opportunities to use writing for a range of purposes including personal response as well as shared reading, role play and drama, debate, art and design. Non-Fiction : Instructions: <i>How to Wash a Woolly Mammoth</i> gives children the opportunity to understand the features of instructions as a text type. Children will engage with the text through research, a hands-on toy washing challenge and the opportunity to create their own 'Woolly Mammoth Cleaning Kit'. They will become familiar with the text type by following instructions to make their own mammoth models and identifying features of the text. There is a grammar focus on using prepositions and imperative verbs. Fiction : Adventure Story: Children extend and explore their imaginations, using <i>Stone Age Boy</i> by Satoshi Kitamura. They will engage with the text through drama, discussions and debate and will focus on place and time adverbials as well as vocabulary building techniques.. This culminates in writing their own narrative story, using extended sentences, descriptive language, speech, and their imagination to engage the reader! Linked to Topic: Stone Age Boy & How to Wash a Woolly Mammoth</p> | | <p>Science Rocks& Soil: In this unit, children will discover the different types of rocks and how they are formed. Children will compare and group rocks based on appearance and simple properties. They will learn how fossils are formed and learn about the contribution of Mary Anning to the field of palaeontology. Children will understand how soil is formed and then investigate the permeability of different types of soil. Linked to Topic: Archaeology/ Palaeontology (learning about the past); Stone Age tools; fossils NC Links Rocks Pupils should be taught to: -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.</p> |
| <p>History Stone Age to Iron Age: Following an introduction to the Stone Age and generating questions about the topic, children will learn about sources of evidence and create their own cave paintings; learn about Stone Age life including homes and food (discussing Stone Age diet and comparing it with the modern one); ask questions about how and why Stonehenge was built; and learn about life in the Bronze and Iron Ages. Children will visit Butser Ancient Farm (trip) and immerse in hands on activities and experiences to find out what life was like in the Stone Age NC Links Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. This could include: -late Neolithic hunter-gatherers and early farmers, for example, Skara Brae -Bronze Age religion, technology and travel, for example, Stonehenge -Iron Age hill forts: tribal kingdoms, farming, art and culture</p> | | <div> <div> <p>The Stone Age to the Iron Age</p> <p>Year 3</p> <p>Medium Term Planning</p> <p>Autumn I 2023</p> </div>  </div> | | <p>Art, Design & Technology Pupils will explore how they can use charcoal and gestural movements made by the body to explore charcoal, dance and performance. They will learn that when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. Linked to Topic: Sketching Animals and Rocks; Making fossils; Making a mammoth; Cave Paintings using clay, charcoal and powder paints; Sketching Stone Age homes NC Links Pupils should be taught to: -To create a sketchbooks to record their observations and use them to review and revisit ideas -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials -To find out about great artists, architects and designers in history</p> |
| <p>French Phonetics lesson J'apprends le francais (I'm learning French)</p> | <p>RE Christianity: How can artists help us to understand what Christians believe and do? NC Links Using Diocese Aims</p> | <p>Computing E-Safety – School Rules, passwords, safe use of the internet and search engines Microsoft word processing skills - changing font/ colour/ case, aligning text, using bullets and numbering, adding text boxes and images, using keyboard shortcuts Linked to Topic: Stone Age fact files</p> | <p>PSHE Following Jigsaw PSHE planning We will be observing and discussing our emotions, social and spiritual skills. We will develop mindfulness and breathing techniques. We will talk about the British Values and our school values. Linked to Topic: My shield – my strengths, my goals, my wishes; creating Labyrinths (Bronze Age); Fear of change (Humans developed from Stone Age to the present age by making changes – comparison)</p> | <p>Physical Education Football Gymnastics and Dance: 'Stonehenge'/ Tribal dance. Linked to Topic: Stonehenge/ Tribal Dance Children explore the building of Stonehenge, the Winter Solstice and the Summer Solstice through dance.</p> |