

Maths (White Rose)

Place value

Hundreds.
100s, 10s and 1s (1).
Number line to 1,000.
Compare objects to 1,000
Count in 50s.

Addition & subtraction

Add and subtract multiples of 100.
Add and subtract 3-digit and 1-digit numbers - not crossing 10.
Add 3-digit and 1-digit numbers - crossing 10.
Subtract a 1-digit number from a 3-digit number - crossing 10.
Add and subtract 3-digit and 2-digit numbers - not crossing 100.
Add 3-digit and 2-digit numbers - crossing 100.
Subtract a 2-digit number from a 3-digit number - crossing 100.
Add and subtract 100s. Spot the pattern - making it explicit.
Add and subtract a 2-digit and 3-digit numbers - not crossing 10 or 100.

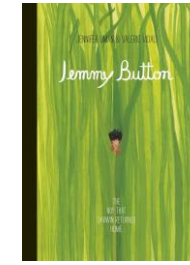
Represent numbers to 1,000.
100s, 10s and 1s (2).
Find 1, 10, 100 and more or less than a given number.
Order numbers.

Liturgical Calendar: Ordinary Time

(Green Cloths)

Year 3: Autumn 1 Topic: The Stone Age (8 Weeks)

Text and Experiences:



Texts: Gemmy Button – Jennifer Uman and Valerio Vidali

Cultural Capital:
Stone Age
Trip to Tatton
Healthy Food Week

Literacy

Writing:

Letter writing based upon Gemmy Button (2.5 Weeks):

To demarcate sentences with capital letter and full stop

To use the past tense accurately

To draw upon material read

Stone Age Diary based upon Stone Age experience day (2.5 weeks):

To write narratives, describing settings and characters

To use question marks and exclamation marks correctly

To use apostrophes for contraction

History comparison to compare the change between Neolithic periods and earlier periods (2 weeks):

In non-narrative, use simple organisational devices (heading and subheading)

Demarcate sentences with capital letters and full stops.

Punctuation and Grammar:

Expanded noun phrases, full stops and capital letters revision, sentence types revision, commas in a list, apostrophes for contraction and using the past and present tense

Whole Class Reading

One session per week based upon the class novel and three extract lessons using VIPERS (Vocabulary, Infer, Predict, Explain, Recall, Summarise) which cover the content domains for KS2 reading. Within all 4 of these lessons, time is given to modelling and practice of intonation, tone and volume.

Extract Lessons:

Prehistoric Britain: How to Wash A Woolly Mammoth by Michelle Robinson and Kate Hindley, Stone Age Boy by Satoshi Kitamura and Stonehenge by Elizabeth Raum

Rocks and Fossils: The Pebble In my Pocket by Meredith Hooper and Chris Coady

Children's Classics: Winnie The Pooh by AA Milne, Stig of The Dump by Clive King and Charlotte's Web by EB White

Science: Rocks (Developing Experts)

To describe how mountains are formed
To recognise the difference between igneous, metamorphic and sedimentary rocks.
To understand what a fossil is
To describe what soils are made of
To observe rocks
To classify different types of weathering
To identify common rocks

Computing: Food – A Balanced Diet (Kapow)

To know that climate affects food growth.
Rainbow Food
To create a recipe that is healthy and nutritious using seasonal vegetables.

RE: The Christian Family (TWTTTL)

To know that we all belong to a family.
To think about how we can help our family.
To know what it means to belong to the family of the Church and to reflect on how the family of the Church helps us.
To know that we join the Church when we receive the Sacrament of Baptism and to think about what this Sacrament does for us.
To understand what happens when we receive the Sacrament of Baptism.
To reflect on the meaning of the sacrament of Baptism.
To know about some of the signs and symbols used in the Sacrament of Baptism and reflect on why they are used.
To know about the promises made at Baptism by parents and godparents and think about the importance of keeping

Computing: Emailing (Kapow)

To understand what a network is and create an informative poster.
To recognise the key components of a network.
To understand how information moves around a network.
To recognise networks in the real world

PE (Rising Stars)

Sport: Multi-skills

- To change and maintain centre of balance.
- To develop co-ordination whilst moving an object.
- To demonstrate agility by being able to twist and turn and change direction.
- To practice co-ordination and moving with others.
- To use co-ordination skills to move an object.
- To use all ABC skills learned so far, to the best of your ability.

Fitness: Bootcamp

- To understand how to prepare the body for exercise.
- To understand what fitness means.
- To complete a range of circuit-based activities and understand the reason for doing them.
- To understand what happens to the heart rate during exercise.
- To complete a circuit that includes activities practised in Lessons 1 and 2.
- To complete a circuit that includes activities practised in Lessons 1-3 with balance and co-ordination.
- To complete a circuit that includes activities practised in Lessons 1-4 with balance and co-ordination.
- To complete a circuit that includes activities practised in Lessons 1-5.

RHSE: Religious Understanding (Ten Ten)

Get Up

To know we are created individually by God who is Love, designed in his image and likeness
To know God made us with the desire to be loved and to love and 'to make a difference': each of us had a specific purpose (vocation)
To understand every human life is precious from the beginning of life (conception) to natural death
To know personal and communal prayer and worship are necessary ways of growing in our relationship with God

The Sacraments

To understand in Baptism God makes us His adopted children and 'receivers' of his love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue)
To know it is important to make a nightly examination of conscience

We don't have to be the same

To understand similarities and differences between people arise as they grow old and make choices, and that by living and working together (teamwork) we create a community
To know self-confidence arises from being loved by God (not status etc)

Respecting Our Bodies

To know about the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do

Spanish: Yo Aprendo Español (Language Angels)

To find Spain on a map
To answer the question, ¿cómo estás?
To answer the question, ¿cómo te llamas?
To say the numbers 1-10
To learn colours

Music: Let Your Spirit Fly

(Charanga)

To identify the piece's structure: Introduction, verse, chorus.
To find the pulse while listening.
To copy back, play, invent rhythmic and melodic patterns.
To play instrumental parts accurately and in time, as part of the performance.
To compose a simple melody using simple rhythms and use it as part of the performance.

History: The Stone Age (Rising Stars)

To define Stone Age and its different periods
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To use sources to identify distinctive features of two time periods
Enquiry: What changes were there between the Neolithic and Mesolithic eras?

Art: Prehistoric Art (Kapow)

To learn how prehistoric man made art by painting with muted earth colours and reflecting this style in their work.
To scale up drawings and sketches in a different medium.
To apply and blend charcoal to create tone and texture.
To experiment with the pigments in natural products to make different colours.
To develop painting skills.
To collaborate in small or large groups to create a joint piece of artwork.

