

History

Stone Age

The Stone Age marks the earliest evidence of humans using tools. Stone artefacts give us an insight into early man behaviour and how humans began using tools to help them survive.

Chronological Understanding

Year 3 Expected

- I can describe events and periods using the words: BC AD and decade
- I can describe events from the past using dates when things happened
- I can describe events and periods using the words: ancient and century
- I can use a timeline within a specific time in history to set out the order things may have happened
- I can use my mathematical knowledge to work out how long ago events would have happened.

Knowledge and Understanding

Year 3 Expected

- I appreciate that the early Brits would not have communicated as we do or have eaten as we
- I can begin to picture what life would have been like for the early settlers.
- I can suggest why certain events happened as they did in history
- I can suggest why certain people acted as they did in history

English

Key texts: Stone Age Boy (How would a modern human communicate with a Stone Age human?), How to Wash a Wooley Mammoth (Instruction writing on how to live as an early human), The Secrets of Stonehenge (How have the Stone Age people communicated with us through other ways than writing?)

Genres:

Narrative

Instructional Text

Non-Fiction Explanation Texts

Diary Entries

Letter Writing (What would the Stone Age people have told us if they had written communication?)

- I can usually identify and name key organisational and language features of a text similar to which I am planning to write
- I can plan my writing with a partner or in a small group recording ideas in note or pictorial form for later use
- I can compose and rehearse a whole sentence
- I can usually organise writing into logical chunks around a theme and write a coherent series of linked sentences for each
- In non-narrative writing I can use simple organisational devices e.g a main heading and sometimes sub-headings for each paragraph
- I can usually read back my own writing making sure it makes sense

Geography

Map Skills – How have maps changed over time? What could early man have used to navigate the land? (sun, stars, landmarks) Compare the earliest maps we have to digital maps that we use today.

Geography – Geographical Enquiry

Year 3 Emerging

- I can label a diagram or photograph using some geographical words.
- I can find out about a locality by using different sources of evidence.
- I can find out about a locality by asking relevant questions.
- I can say what they like and don't like about my locality and another locality like the seaside

Year 3 Expected

- I use correct geographical words to describe a place and the events that happen there
- I can identify key features of a locality by using a map.
- I can begin to use 4 figure grid references.
- I can accurately plot NSEW on a map.
- I can use some basic OS map symbols
- I can make accurate measurement of distances within 100Km

Where did it all begin?

Year 3

Autumn 2

Mathematics

Multiplication & Division

- Recall and use multiplication and division facts for the 3, 4 and 8 times tables.
- Through doubling, connect the 2, 4 and 8 times tables.
- Write and calculate mathematical statements for multiplication and division using tables known, including two digit numbers times one digit numbers, using mental and formal methods.
- Develop efficient mental methods using commutativity and associativity and multiplication and division facts.
- Develop reliable written methods for multiplication and division, starting with two digit and one digit and progressing to formal methods of short multiplication and division.
- Solve problems, including missing number problems relating to multiplication and division.

Measures

- Add and subtract amounts of money to give change, including £ and p in practical contexts.

Science

Light, What light sources would early man have in comparison to modern times? We will consider Stone Age artefacts and their ability to reflect light. Study sunlight in relation to Stonehenge and how shadows cast on Stonehenge would change. We will test this by building our own structure and measuring how shadows change over the day.

Science (working scientifically)

Year 3 Expected

- I can use different ideas and suggest how to find something out
- I can make and record.
- I can plan a fair test.
- I can set up a simple fair and say why it was fair.
- I can explain why they need to collect information to answer a question.
- I can measure using different equipment and units of measure.
- I can record my observations in different ways labelled diagrams, charts etc
- I can describe what they have found using scientific language.
- I can make accurate measurements using standard units.
- I can explain what they have found out and use my measurements to say whether it helps to answer my question.
- I can use a range of equipment (including a data-logger) in a simple test

Science (light)

Year 3 Expected

- I can recognise that they need light in order to see things.
- I can recognise that dark is the absence of light.
- I can notice that light is reflected from surfaces.
- I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes.
- I can recognise that shadows are formed when the light from a light source is blocked by a solid object
- I can find patterns in the way that the size of shadows change.

Music

Play it Again (Music Express) Composing and performing our own music using instruments. Using ostinato to create a repeating melody. Create music for a journey through a Stone Age cave – what would we hear as we journey deeper inside?

Music (performing)

Year 3 expected:

- I sing in tune with expression.
- I control my voice when singing.
- I can play clear notes on instruments.

Music (composing)

Year 3 expected:

- I can use different elements in my composition.
- I can create repeated patterns with different instruments.
- I can compose melodies of songs.
- I can create accompaniments for tunes.
- I can combine different sounds to create a tune.

P.E

Gymnastics

Year 3 Emerging

I can plan and show a sequence of movements.

I can use contrast in my sequences.

I can keep my movements controlled

I can think of more than one way to create a sequence which follows a set of rules.

I can work on my own and with a partner to create a sequence.

Year 3 Expected

I can use a greater number of my own ideas for movement in response to a task.

I can adapt sequences to suit different types of apparatus and my partner's ability

I can explain how strength and suppleness affect performances.

I can compare and contrast gymnastics sequences, commenting on similarities and differences.

PSHE – One Life Autumn 2

- I understand the qualities of friendship.
- I can see things from another's point of view.
- I can explain a win-win solution is and try to find them in conflict situations.
- I know it is important to calm down when overwhelmed with feelings of anger.
- I know that fire can be dangerous.
- I know what to do in a n emergency.
- I know the dangers of the internet.
- I know not to give out my personal details.

MFL

Unit 3

MFL - Listening and Responding

Year 3/4 Emerging

I understand a range of familiar statements.

I understand a range of familiar questions.

Year 3/4 Expected

I understand short passages made up of familiar language.

I understand instructions messages and dialogues with in short passages.

I can note the main points and give a personal response on a passage.

MFL - Speaking

Year 3/4 Emerging

I can give short and simple responses to that I see and hear.

I can name and describe people.

I can name and describe places.

I can name and describe objects.

I can use (set) phrases.

Year 3/4 Expected

I can have a short conversation where I am saying 2-3 things.

I can use short phrases to give a personal response.

Where did it all begin?

Year 3

Autumn 2

Computing

We will be creating an informative leaflet on How to Clean a Sabretooth Tiger's Teeth inspired by our English text How to Wash a Wooley Mammoth.

Drawing and Desktop Publishing

- I can draw objects using a drawing application.
- I can move, order and group objects.
- I can use the snipping tool to make images.
- I can use text and images to create a document.
- I can use layouts to make my work look different to others.

E-Safety

- I can create a safe password and explain how we can keep our online information safe.

DI

Building a Stone Age Village made from various materials (cardboard, fabric and stone). We will make a Stone Age settlement including various features.

Year 3 expected (developing planning and communicating ideas)

- a) I can show that my design meets a range of requirements
- b) I can put together a step-by-step plan which shows the other and also what equipment and tools I need.
- c) I can describe my design using an accurately labelled sketch and words
- d) I can say how realistic my plan is.

Year 3 expected (evaluating process and products)

- a) I can explain what I changed which make my design even better.

Year 3 expected (materials)

- a) I use the most appropriate materials
- b) I can work accurately to make cuts and holes
- c) I can join materials

R.E.

Hinduism/Christianity

- I can describe beliefs and practices within Hinduism & Christianity e.g why advent is important to Christians.
- I can link religious stories and teaching to the beliefs that underlie them e.g. belief in good triumphing over evil in the Diwali story.
- I know some similarities/differences within Christianity & Hinduism. E.g. beliefs about God.
- I can show awareness that some people have different views to my own.
- I can reflect on my own beliefs, feelings, values, attitudes and experiences.
- I can show understanding that not all people respond to ideas and experiences in the same way.

Art

Painting – Studying and creating our own Stone Age cave painting using modern paint methods (using a wash began with Da Vinci) and using resources that the Stone Age people would have used e.g. charcoal, rock dust, clay.

Year 3 expected (painting)

- a) I can predict with accuracy the colours that I mix.
- b) I know where each of the primary and secondary colours sits on the colour wheel.
- c) I can create a background using a wash
- d) I can use a range of brushes to create different effects.

Year 3 expected (knowledge)

- a) I can compare the work of different artists.
- b) I can explore work from other cultures.