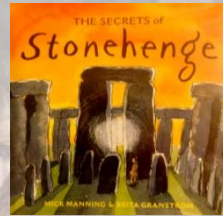
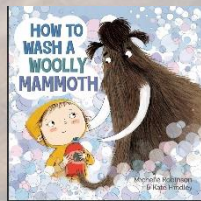
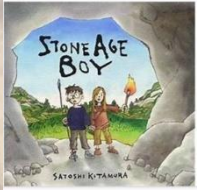


Year Three

Autumn Term – ‘The Stone Age’

As readers, our children will use the following texts to support their learning:



Fiction

‘Stone Age Boy’ by Satoshi Kitamura

‘How to Wash a Woolly Mammoth’ by Michelle Robinson

‘The Pebble in my Pocket’ by Chris Coady

Non-Fiction

‘The Secrets of Stonehenge’ by Mick Manning and Brita Granstrom

Poetry

- ‘Fossils and my Brother’ by Michel Rosen
- ‘On the Grassy Hill’ based on ‘Ning Nang Nong’ by Spike Milligan

Our children will use the texts and the links to the curriculum to develop our skills as writers of:

- narrative texts – descriptions based on an image in ‘The Pebble in My Pocket’
- instructions – ‘How to Wash a Woolly Mammoth’
- poetry – rewrite a version of the poem ‘On the Grassy Hill’
- narratives – alternative ending for ‘The Stone Age Boy’
- non-chronological reports – a leaflet for visiting Stonehenge
- non-chronological reports – how a fossil is made

Marshland Moments

25. Learn a new language
26. Make a friendship cookie

Engaging Parents

Harvest Festival

Children to take a lead with the Harvest Festival Assembly

‘Cave’ Painting

Children and parents to create ‘cave’ painting illustrations around the outside of the school

As mathematicians, our children will access the ‘Mathematics Mastery’ programme and study:

- **Number sense and exploring calculation strategies** - numbers within 100
- **Place value** - place value for numbers up to 1000, developing a deeper understanding of the magnitude of numbers and using mental calculating skills such as rounding and place value addition and subtraction
- **Graphs** – interpreting and presenting data using bar charts, pictograms, tallies and charts and solve problems using information presented in pictograms and scaled bar charts; applying multiplication and division when understanding and using simple scales in pictograms and bar charts
- **Addition and subtraction** - addition and subtraction, with a strong emphasis on using and applying known number facts; using addition and subtraction in real life contexts and extend their use of column methods involving two 3-digit numbers
- **Length and perimeter** – measuring and calculating length, being introduced to the millimetre and recording and comparing measurements using mixed units; applying their knowledge of 2-D shapes as they learn to find perimeters and identify missing lengths of sides

<p>As scientists, our children will work scientifically:</p> <ul style="list-style-type: none"> - asking relevant questions and using scientific different enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making observations and taking measurements, using a range of equipment - gathering, recording, sorting and presenting data in a variety of ways - using scientific language, drawings and diagrams' keys, tables and charts to record findings - reporting from enquiries and using results to draw simple conclusions, make predictions and suggest improvements - identifying differences, similarities or changes related to simple scientific ideas - using scientific evidence to answer questions or to support their ideas 	<p>The children will also study the following two units:</p>			
<p>As designers and users of technology, our children will develop their technical knowledge by:</p> <ul style="list-style-type: none"> - evaluating existing products that use levers and linkages as mechanical systems through looking at pop-up books - design and make a pop-up books to teach other children about the Stone Age - evaluate their own work and say how they could make improvements 	<p>Rocks and Fossils</p> <ul style="list-style-type: none"> - comparing and grouping together different kinds of rocks on the basis of their appearance and simple physical properties - describing in simple terms how fossils are formed when things that have lived are trapped within a rock - recognising that soils are made from rocks and organic matter 	<p>Animals – the skeletal system</p> <ul style="list-style-type: none"> - identifying that humans and some other animals have skeletons and muscles for support, protection and movement 		
<p>As geographers, our children will:</p> <ul style="list-style-type: none"> - name and locate the four countries in the United Kingdom - use maps and fieldwork activities to identify human and physical features in the area 	<p>As artists, our children will:</p> <ul style="list-style-type: none"> - develop their knowledge and skills when painting and printing, producing cave paintings linked to the history unit studied - understand how 'Banksy' contributes to the culture and creativity of our country 			
<p>As linguists, our children will study French by:</p> <table border="0"> <tr> <td data-bbox="194 922 645 1121"> <ul style="list-style-type: none"> - greeting each other - introducing themselves - counting up to 10 - introducing their immediate family </td> <td data-bbox="645 922 1115 1121"> <ul style="list-style-type: none"> - saying the days of the week - naming colours - counting between 11 and 20 - naming countries - expressing likes and dislikes </td> </tr> </table>	<ul style="list-style-type: none"> - greeting each other - introducing themselves - counting up to 10 - introducing their immediate family 	<ul style="list-style-type: none"> - saying the days of the week - naming colours - counting between 11 and 20 - naming countries - expressing likes and dislikes 	<p>As historians, our children will develop an understanding of:</p> <ul style="list-style-type: none"> - changes in Britain from the Stone Age to the Iron Age 	
<ul style="list-style-type: none"> - greeting each other - introducing themselves - counting up to 10 - introducing their immediate family 	<ul style="list-style-type: none"> - saying the days of the week - naming colours - counting between 11 and 20 - naming countries - expressing likes and dislikes 			
<p>Developing their knowledge and skills in physical education, our children will:</p> <ul style="list-style-type: none"> - play basketball and football games with a focus on invasion and passing for possession - develop their striking and fielding skills 	<p>As musicians, our children will:</p> <ul style="list-style-type: none"> - listen with attention to detail to the genres of R n B and instrumental pieces - use their voices and instruments to sing and perform with increasing accuracy, fluency, control and expression - use musical language when playing the glockenspiel 			
<p>Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:</p> <ul style="list-style-type: none"> - what do different people believe about God? – <i>focus on 'believing'</i> 	<p>In Personal, Social and Health Education, our children will study:</p> <p>Being Me in my World – <i>setting goals and seeing things from others' perspectives</i></p> <p>Celebrating Difference - <i>talking about a time when our words affected someone's feelings and what the consequences were</i></p>			
	<p>As computers and users of technology, our children will investigate:</p> <ul style="list-style-type: none"> - online safety and exploring Purple Mash - how to use coding - writing, sending and receiving emails and recognising how to keep safe 			