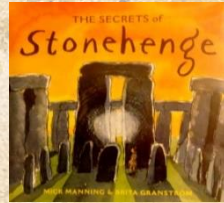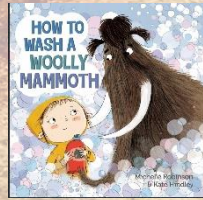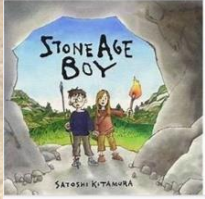# Year Three
Autumn Term – 'The Stone Age'

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
'Stone Age Tales: The Great Storm' by Terry Deary
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 e.g:
- **narrative texts** – *descriptions based on an image in 'The Pebble in My Pocket'*
- **instructions** – *'How to Wash a Woolly Mammoth'*
- **diary** – *linked to 'Stone Age Boy'*
- **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 and place value**
-
- **Addition and subtraction**
-
- **Multiplication and division**

As scientists, our children will work scientifically:	The children will also study the following two units:	
- 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	**Rocks and Fossils** - 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	**Animals – the skeletal system** - identifying that humans and some other animals have skeletons and muscles for support, protection and movement

As designers and users of technology, our children will develop their technical knowledge by:	As artists, our children will:
- 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	- develop their knowledge and skills when painting and printing, producing cave paintings linked to the history unit studied - understand how 'Bansky' contributes to the culture and creativity of our country

As geographers, our children will:	As historians, our children will develop an understanding of:
- name and locate the four countries in the United Kingdom - use maps and fieldwork activities to identify human and physical features in the area	- changes in Britain from the Stone Age to the Iron Age

As linguists, our children will study French by:		As musicians, our children will:
- greeting each other - introducing themselves - counting up to 10 - introducing their immediate family	- saying the days of the week - naming colours - counting between 11 and 20 - naming countries - expressing likes and dislikes	- 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

Developing their knowledge and skills in physical education, our children will:	In Personal, Social and Health Education, our children will study:
- play basketball and football games with a focus on invasion and passing for possession - develop their striking and fielding skills	Being Me in my World – *setting goals and seeing things from others' perspectives* Celebrating Difference - *talking about a time when our words affected someone's feelings and what the consequences were*

Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:	As computers and users of technology, our children will investigate:
- what do different people believe about God? – *focus on 'believing'*	- online safety and exploring Purple Mash - how to use coding - writing, sending and receiving emails and recognising how to keep safe