

PSHE –

Zones of Regulation

Online Safety

RSE: Social and Emotional

To describe and give reasons how friendships make us feel happy and safe.

Keeping Safe

What are emergency services?

No outsiders

Oliver – Birgitta Sif- How difference can affect someone.

ART: Journeys

Objectives:

- To investigate the use of symbols in Aboriginal art.
- To be able to create a piece of artwork in the style of an Aboriginal journey.
- To identify ways of representing objects and features relating to maps and journeys.
-

Analyse the work of Paul Klee and create Journey work.

Class Read:

Title: The Iron Man

Curriculum links: History

Writing opportunities: Narrative writing, poetry and letters.



St. Cecilia's Catholic Primary School

Topic Map: Year 3 , Autumn Term 1



History: The Stone Age, Bronze Age & Iron Age

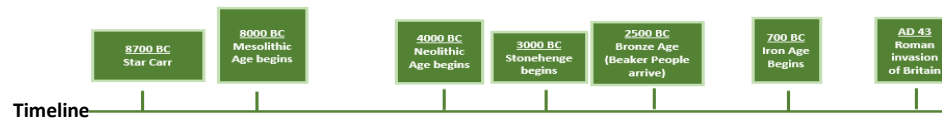
Enquiry Question: “How did tools help us survive during the prehistoric era?”

The children will:

- Categorise changes into the different periods of the Stone Age
- Describe in some detail some of the most significant features and changes.
- Describe how particular sources help provide evidence about the Stone Age.
- Sequence features of the Bronze and Iron Ages.
- Describe the similarities and differences between the Bronze and Iron Ages.
- Describe a range of changes and developments that occurred during this period.

Crucial Knowledge children must remember:

- Since prehistoric times tools have had a big impact on our lived and we have needed tools to help us to survive.
- Tools were made from stone, flint, bronze (copper and tin) and iron – which is how each hear got its name
- The development in new materials and tools changed how people lived and their jobs such as farming, miners, craftsmen and specialised roles.
- Homes also changed and so did their way of life, for example trading and the start of the use of currency being used for the first time (100BC) Pottery made for the first time and tombs and monuments were built (Stonehenge)
- Prior to 9600 BC- Humans use simple tools to hunt and live lifestyles similar to other animals, without any permanent settlements. (Palaeolithic Era)
- 9600 BC- The climate warms and Mesolithic communities arrive in Britain and are mostly nomadic, with some evidence of small permanent roundhouses.
- 5000-6000 BC- First evidence of Mesolithic people attracting and keeping animals for food.
- 4000-2500 BC- Neolithic Era. Farming begins and people start building tombs and monuments (like Stonehenge) and holding burial rituals.
- 2500-700 BC- Bronze Age. Settlers from Europe changed the way tools were used and how people lived.
- 700 BC- AD 43- Iron Age. People made tools and weapons from iron and started to live in larger communities or tribes.



Physical Education:

Basketball

- To understand the role of an attacker when in possession.
- To use attacking skills to maintain possession.
- To develop passing and moving to support my team in attack.
- To understand the role of a defender and explore ways to gain possession.
- To understand that scoring goals is an attacking skill and demonstrate this.
- To apply skills and knowledge to compete in a tournament.

Yoga

- To develop control when holding and moving between balances.
- To create a sequence using poses that challenge my balance.
- To explore poses that challenge my flexibility.
- To create a sequence using poses that challenge my flexibility.
- To explore poses that challenge my strength.
- To create a sequence using poses that challenge my strength.

Religious Education:

Branch 1 – Creation and Covenant

That in the first account of the Creation one day is 'made holy' (Gen 2:3).

The first account of the Creation, Genesis 1:1-2:4.

Extracts from either Psalm 8 or 19 in praise of Creation.

The creation accounts, the Fall and God's covenant with Abraham.

Computing

Programming - sequence a list of commands to produce an output using 'Blue Bots'. -

Multimedia – be able change font sizes and insert text boxes.

Mathematics:

Unit 1 Place Value

Represent and partition numbers to 100

Number line to 100

Represent numbers to 1000

Partition numbers to 1000

Use number line to 1000

Estimate on a number line to 1000

Find 1, 10 and 100 more or less

Compare and order numbers to 1000

Count in 50s

Unit 2 & 3 Addition and Subtraction

Use known number bonds

Add/subtract 1s, 10s, 100s

Add 1s across 10

Add 10s across 100

Subtract across 10

Subtract 10s across 100

Add and subtract two numbers

Add and subtract two numbers across 10 and across 100.

Add a 3-digit and 2-digit number

Subtract a 2-digit number from a 3-digit number

Complements to 100

Estimate answers

Inverse operations

Problem solving

English

Vehicle Text: The Iron Man

Writing Outcome & Writing Purpose

Outcome: Approaching Threat Narrative

Purpose: To narrate

Outcome: Trap explanation

Purpose: To explain

Grammar: Word

Build on previous year & focus on:

Formation of nouns using a range of prefixes e.g. auto super- anti-

Use of the forms 'a' or 'an'

Grammar: Sentence

Build on previous year & focus on:

Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Learn how to use subordination (reinforce from Y2)

Expressing time, place and cause using adverbs e.g. then, there, soon, after

Expressing time, place and cause using prepositions e.g. before, during, after, in Use expanded noun phrases for description and specification

Grammar: Text

Build on previous year & focus on: Introduction to paragraphs as a way to group related material

Grammar: Punctuation

Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use commas to separate items in a list

Science

Animals, including humans: the skeleton and muscles.

- Explore the 5 key food groups.
- Learn about the nutrition in the food we eat.
- Learn about the different types of skeletons.
- Learn about the human skeleton.
- Explore the role of muscles.

Spanish – Greetings

<u>Saludos / Greetings</u>	
Hola!	Hello!
Buenos días	Good morning
Buenas tardes	Good afternoon
Hasta luego	See you later
Adiós	Goodbye
Gracias	Thank you