

## RSHE – Drug, alcohol and tobacco education

1. **Tobacco is a drug.** The definition of a drug and that drugs (including medicines) can be harmful to people, the effects and risks of smoking tobacco and second-hand smoke, the help available for people to remain smoke free or stop smoking. **Asthma lesson** that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use

**No Outsiders lesson 1. Understand 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

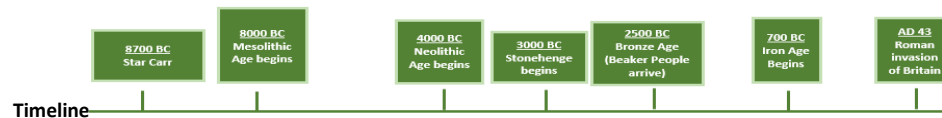
**Enquiry Question: "How did tools help us survive during the prehistoric era?"**

**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:

**Swimming: every Thursday**

Pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions.

**Gymnastics.**

To be able to create interesting point and patch balances.

To develop stepping into shape jumps with control.

To develop the straight, barrel, and forward roll.

To be able to transition smoothly into and out of balances.

To create a sequence with matching and contrasting actions and shapes.

To create a partner sequence incorporating equipment

## Religious Education:

**1. Domestic Church - Family**

**'Homes'**

**Big question - What makes a house a home?**

God's dream for every family.

**2. Baptism/confirmation belonging**

**'Promises'**

**Big question – Why make promises?**

Promises made at Baptism

## 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

### Narrative: Approach Threat Narrative Purpose: To narrate

Read *The Iron Man* to inspire the children to write a threat narrative

To investigate and write various settings.

To investigate and write character descriptions.

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'

To plan, draft, edit and review.

### Explanation: Trap Explanation

#### Purpose: To explain

Read *The Iron Man* to inspire the children to design and write about a trap for him.

To investigate different ideas.

To investigate the language and text structure of a trap explanation.

To identify, recognise and display the structure and language features of trap explanation.

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

To plan, draft, edit and review a report.

## Science

### Animals, including humans: the skeleton and muscles.

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

## Music Good Times

Children will listen to a variety of Disco and Funk songs, using their bodies and percussion to create a performance based around rhythm and movement Children will explore basic music notation. (Pulse, rhythm, notation) Improvising, composing, performing

## Spanish – Greetings

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