

RSHE –

Keeping safe and managing risk:

Bullying – see it, say it, stop it

Pupils learn:

- to recognise bullying (including online) and how it can make people feel
 - about different types of bullying and how to respond to incidents of bullying
 - about what to do if they witness bullying
- No Outsiders -Yr 3 lesson 2.** To understand what 'discrimination' means.

PANTS rule lesson

1. Social - How we live in love.

Aim: To describe and give reasons for how we grow in love in caring and happy friendships where we are secure and safe.



St. Cecilia's Catholic Primary School

Topic Map: Year 3 , Autumn Term 2



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.

Timeline



Design Technology

Sandwich Snacks (linked to Science)

Understand and apply the principles of a healthy and varied diet.

Class Read:

Title: The Iron Man

Curriculum links: History

Writing opportunities: Narrative writing, poetry and letters.

Physical Education:

Basketball

To develop the attacking skill of dribbling.
To use protective dribbling against an opponent.
To develop the bounce and chest pass and begin to recognise when to use them.
To develop tracking and defending an opponent.
To develop the technique for the set shot.
To be able to apply the skills, rules and tactics you have learnt to a mini tournament.

Tag Rugby

To develop throwing, catching and running with the ball.
To develop an understanding of tagging rules.
To begin to use the 'forward pass' and 'off side' rule.
To be able to dodge a defender and move into space when running towards the goal.
To develop defending skills and use them in a game situation.

Religious Education:

Visitors

Enquiry question: Are visitors always welcome?

Know and understand:

- The demands and joys of visitors – **Explore**
 - Advent: waiting for the coming of Jesus – **Reveal**
- Acquire the skills of assimilation, celebration and application of the above – **Respond**

Computing

Computer Science: Sequencing through Code Studio
Course C: Lessons 3-6 Debugging.

Digital literacy & Online safety:

That's Private!

Let's Give Credit!

IT & Digital Literacy: Word Processing & Functional Skills. Text and Graphics Creating Media, Publishing.

Mathematics:

Unit 2 & 3 Addition and Subtraction

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

Unit 4

Multiplication – equal groups

Use arrays

Multiples of 2

Multiples of 5 and 10

Share and group

English

Narrative: Write a fable narrative

Purpose: To narrate

Read *The Fox*, by Margaret Wild and Ron Brooks to inspire the children to write a fable narrative.

Formation of nouns using a range of prefixes e.g.

auto- super- anti - un- -dis -mis -im -in

Use of the forms a or an when next word starts with a consonant or a vowel

Adverbs ending in -ly

Use a wider range of conjunctions, e.g. when, if, because, although

Apostrophes to mark singular possession in nouns

Inverted commas to punctuate direct speech

Use expanded noun phrases for description and specification

To investigate and write various settings.

To plan, draft, edit and review.

Information: Foxes Information Report

Purpose: To inform

Read *The Fox*, by Margaret Wild and Ron Brooks to inspire the children to write a fable narrative.

To investigate the language and text structure an information report

To use present perfect form of verbs in contrast to the simple past

Expressing time, place and cause using prepositions e.g. before, during, after, in

To plan, draft, edit and review a report.

Expressing time, place and cause using prepositions, e.g. before, after, during, in

Commas to separate items in a list

Science

Plants

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

- investigate the way in which water is transported within plants

- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Music

Good Times/Nativity

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

Name, age, feelings, where you live [rehearsed answers] Body parts with definite article Colours

Numbers 1 – 10 (in and out of sequence, add)

Objects in pencil case with indefinite article

Classroom instructions [basic] Numbers 1 – 20 (in and out of sequence, number bonds to 20) Further colours including written words linked to Christmas