



YEAR 3

CURRICULUM LEAFLET

DISCOVER—AUTUMN 1

Prehistoric Britain



READING/ POETRY

Reading:

Children will begin to read *The Lost Species* by Jess French and Daniel Long in Destination Reader. Pupils will be introduced to key strategies for reading, such as Predicting, Summarising, Clarifying, Inferencing, evaluating and making connections.

Poetry:

Children will begin to read the following poems:

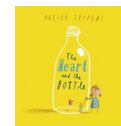
Friendship by Cole
Porter



WRITING

Using the text *The First Drawing* by Mordicai Gerstein, children will explore the text, including exploration of the Stone Age and cave paintings. They will write diary entries, explore the conventions of speech, create character descriptions and finish by writing their own historical narratives.

Pupils will also study the text *The Heart and the Bottle* by Oliver Jeffers, with explicit spelling (through vocabulary acquisition) and grammar objectives embedded within the sequence. The story and the sequence have strong PSHE links. Children will create their own stories where a dilemma occurs and there is an emotional response, e.g. getting lost, being bullied, running away.



MATHS

Review Prior Learning:

- Write simple number sentence.
- Know that 10 ones are equivalent to 1 ten, and that 40 (for example) can be composed from 40 ones or 4 tens.
- Know how many tens there are in multiples of 10 up to 100.
- Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.

New Learning:

- Number sense and exploring calculation strategies/ Place Value/ Graphs

RE/ PSHE

RE: What is it like to be a Sikh?

We will be learning about Sikhism and exploring the question 'What is it like to be a Sikh?'



PSHE:

Introduction: Setting ground rules for RSE & PSHE lessons, Wellbeing



PE

In Year 3, we will have weekly PE lessons twice a week on **Monday and Tuesday**.

Our First Kicks sports coaches will be teaching PE every Monday. The pupils will be learning about ball skills. Then on Tuesday, pupils will be developing their Gymnastic skills with their class teachers.

Please ensure children wear their PE kits on those days.

COMPUTING

Online Safety

We will be learning about 'fake news' and the difference between fact, opinion and belief. Finding out how to deal with up-setting online content, including showing it to a trusted adult and speaking to an organisation. Discovering which devices share our personal information and why apps have privacy settings. Knowing how to protect our personal information on social media platforms.



ART/ DT

Art : Formal elements of art- Texture and pattern

Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation; create form and shape using wire and practice shading neatly and from light to dark

DT: Food: Eating seasonally

Children discover when and where fruits and vegetables are grown and also learn about seasonality in the UK. They will also learn about the relationship between the colour of fruits and vegetables and their health benefits by making three dishes using seasonal ingredients.



YEAR 3

DISCOVER—HISTORY AUTUMN 1

Prehistoric Britain

PRIOR KNOWLEDGE

- Arctic Adventures (Y1 Geography unit)
- Living Things – Animal Kingdom (Y1 Science Unit)
- Habitats (Y2 Science unit)

Map of Europe during the Ice Age



Map of Northern Europe today



Vocabulary

Homo sapiens	The scientific name for humans.
The Ice Age	A very long period when the earth was extremely cold.
Palaeolithic Era	The early stone age. Humans used very basic tools.
Mesolithic Era	The middle stone age. Humans perfected their tools.
Neolithic Era	The new stone age. Humans began farming.
Neanderthals	Another type of human. They are now extinct.
Extinct	Animals that used to be alive but now they are all dead.
Torc	A piece of bronze jewellery.
Bronze	The first metal humans used.
Iron	A metal that is harder and stronger than Bronze.

Prehistoric Animals



Woolly Mammoth
(Extinct)



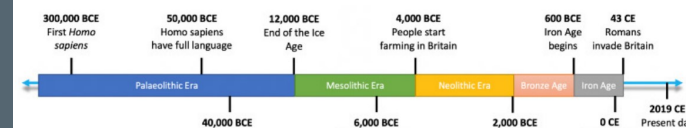
Woolly Rhinoceros
(Extinct)



Elk
(Extant)

NEW HISTORY KNOWLEDGE

Lesson Question	You will learn
How do we know about life in the Stone Age?	<ul style="list-style-type: none"> • The age of the Earth and when life began. • How scientists learn about this period. • How people travelled across the world.
Which animals lived during the Ice Age?	<ul style="list-style-type: none"> • Some of the creatures that were alive during the Ice Age. • The difference between extant and extinct.
What were the different periods in the Stone Age?	<ul style="list-style-type: none"> • The three different Stone Ages. • How life developed through those periods.
What was life like in a Stone Age settlement?	<ul style="list-style-type: none"> • What a nomadic life-style was like. • The impact on people of building permanent homes.
How did the Bronze Age change how humans lived?	<ul style="list-style-type: none"> • How bronze is made. • The case study of the Beaker People.
Who were the Celts, and what was life like for them?	<ul style="list-style-type: none"> • Why the Celts used iron. • What impact iron had on the lives of the Celts.





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SCIENCE

AUTUMN 1

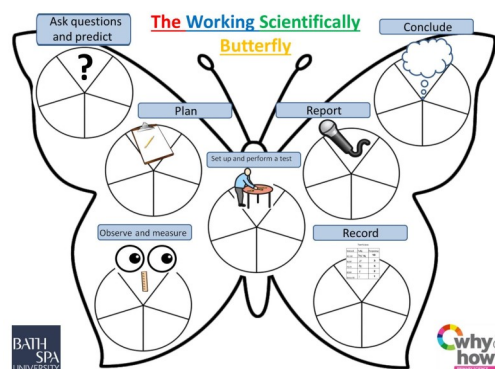
Chemistry: Practical skills

PRIOR KNOWLEDGE

- **Changing Materials**—*How can the shape of solid objects be changed? (Y2)*
- **Making and Mixing**— *What are the differences between solids, liquids and gases? (Y2)*

Variable

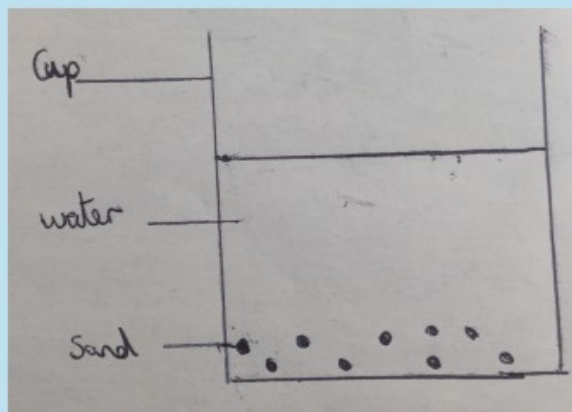
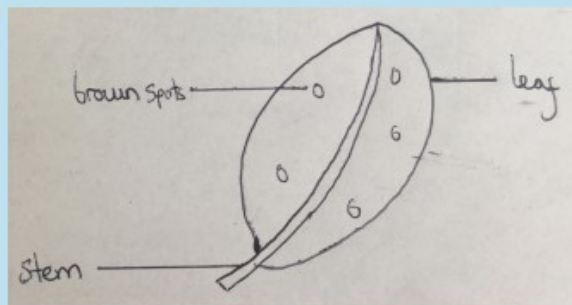
Independent variable	The thing that you change
Dependent variable	The thing you observe to see how it is affected
Control variables	The things you have to keep the same to make sure it is a fair test.



Features of a scientific diagram

- Use a sharp pencil
- Draw in 2D
- Draw clean, single lines
- Use a ruler to draw any straight lines
- Don't shade or colour in
- Label objects with straight lines

For example:



NEW KNOWLEDGE

Lesson Question	You will learn
What is a variable?	<ul style="list-style-type: none">• Define a dependent, independent and control variable• Know how to plan a 'fair test'• Identify the variables in a range of experiments
How do you draw a scientific diagram?	<ul style="list-style-type: none">• Know the difference between a diagram and an illustration• Identify good scientific diagrams• Draw a range of scientific diagrams
Why is a method important?	<ul style="list-style-type: none">• Know how to work as part of a team• Can follow the instructions in a method• Can write a method for an investigation
What can we do with the data we collect?	<ul style="list-style-type: none">• Describe how to collect results• Can draw a results table• Know how to present results
How can we communicate our results?	<ul style="list-style-type: none">• Know how to interpret results• Can write a conclusion• Know how to present a conclusion
How can we record an entire investigation?	<ul style="list-style-type: none">• Conduct an investigation• Can draft an investigation report• Edit an investigation report