

Year 3 Curriculum – Autumn 2 2024

“Caring for Ourselves and Our World, Valuing Our Education and Our Rights”

Unit Name: The Stone Age

Learning Mission: Appreciate our great achievements and those of others

UN Right Article 17: The right to information from the media

In **English**, the children will continue to engage in Whole Class reading sessions and Writing to develop their fluency in reading and writing effectively. In Reading, they will develop their understanding of texts by learning new vocabulary answering questions about what they have read or heard and improve their vocabulary. In Writing, they will use their sounds to write words, compose sentences orally and write a non-chronological report based on an information text. This half term our text is “Discover and Learn: Stone Age to Celts Study Book ” by CGP.

In **Maths**, pupils will learn the multiplication and division of 3, 4 and 8. Pupils will then get to use their experience of multiplication and division to solve word problems. This will lead on to multiplying by a 2-digit number. The first few lessons look at decomposing a number into tens and ones so that the multiplication is easily managed, and pupils can see the concept using Base 10 blocks.

In **Art & Design**, the children will recognise the process involved in creating pre-historic art. They will initially explain how many years ago pre-historic art was produced and use simple shapes to build sketches. They will then move onto discussing the differences between pre-historic and modern paint and make choices about equipment and paint to re-create features of pre-historic art.

In **Science**, pupils will learn dark is the absence of light. We cannot see anything in complete darkness Some surfaces reflect light. Objects are easier to see when there is less light if they are reflective. They will also learn that shadows are formed on a surface when an opaque or translucent object is between a light source and the surface and blocks some of the light. The size of the shadow depends on the position of the source, object and surface.



Hook: Educational Visit: British Museum - Stone Age to Iron Age

Beautiful Outcome: Awards Ceremony: Great Achievements in School and Beyond

In **Personal, Social and Health Education**, children will be looking into the topic of ‘Staying Safe’. They learn to describe what risk is and how this may affect decisions. They will explore risks they may face and how to predict, assess and manage these risks. Furthermore, they will learn that bacteria and viruses can affect health and that following simple routines can reduce their spread.

In **History**, the children will learn about Pre-Historic Britain through timelines and artefacts. They will learn about the course of events that lead Stone Age people to move from hunting and gathering to farming. Pupils will explore development of technology and inventions from Stone Age to Iron Age and speculate why these changes occur. They will also describe the impact of bronze and iron on the way people in Britain lived and developed homes and settlements from Stone Age to Iron Age.

Class Assembly:
Guduud Class 19.12.24
at 2:45pm
British Museum Trip :
Date TBC

In RE, pupils will learn to describe important features to Jewish beliefs, symbols and sayings. They will apply their knowledge to understand how objects help Jewish people to worship God and live in 21st century.

In Music, pupils will explore social question: What stories does music tell us about the past? They will explore this question as they progress through the unit: Playing in a band. Pupils will learn to sing, compose, play and improvise disco, jazz, film music and folk.

In **French**, the children will learn to understand and follow instructions, name parts of the body, identify colours and say what they are wearing.

In **P.E**, the children will perform dances from different cultures. They will learn that a dance contains 5 aspects such as stillness, gesture, jump, movement and turn. They will repeat, remember and perform phrases/actions as part of a dance routine.