

### History

- Describe the ways of life which are typically associated with the stone age period of history and identify and give reasons for those which are likely to be accurate and those that are anachronisms—simply could not have occurred then
- Recognise that the stone age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze age
- Describe and suggest reasons for the presence of a small family group of people from the old stone age on a beach in Norfolk and compare and contrast this with how most people use beaches today
- Describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the stone age
- Describe the likely features of stone age summer and winter camps in Britain and offer reasons and explain why they were required
- Recognise, describe and compare and contrast the difference between historical facts and historical supposition
- Identify, describe, compare and contrast and explain some of the important ways in which life for ancient Britons changed during the stone age

### Computing

- To create an algorithm for an animated scene in the form of a storyboard
- To write program in Scratch to create the animation
- To correct mistakes in their animation programs

### Maths

#### Place Value

- Identify, represent and estimate numbers using different representations
- Find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a three-digit number
- Compare and order numbers up to 1000
- Read and write numbers up to 1000
- Solve number problems up to 1000 in numerals and words
- Solve number problems and practical problems involving these ideas

#### Addition and Subtraction

- Add and subtract numbers mentally
- Add and subtract numbers with up to three digits, using a formal written method or columnar addition and subtraction



### English

- Instruction texts
- Writing Techniques
- Character and Setting analysis & development
- Stories based on picture stimulus
- Non-chronological texts
- Texts to be used: Wolf Brother by Michelle Paver, Fossil by Bill Thomson, How to Wash a Woolly Mammoth by Michelle Robinson & Kate Hindley, The First Drawing by Mordicai Gerstein and Woolly Mammoth by Mick Manning & Brita Granstom

## Year 3 (3K & 3V) Autumn Term 1st Half

### Science

- Compare and group together different kinds of rocks on the basis of their simple, physical properties.
- Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).
- Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.
- Recognise that soils are made from rocks and organic matter.



## Rock 'n' Roll!

### Physical Education

- Perform dances using a range of movement patterns
- Develop flexibility, strength, technique, control and balance
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Art

- Understand the significance of cave paintings
- Use different paint applicators
- Explore different cave painting techniques
- Use a range of different mediums and applications to create historic art
- Evaluate a final piece through peer-assessment

### RE - Creation

- Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'
- Make clear links between Genesis 1 and what Christians believe about God and Creation.
- Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)

**Objectives for Year 3 Term 1**

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b>                      Speak fluently in sentences and without hesitation                      Hold a conversation with peers and adults                      Disagree politely with peers</p> <p><b>Drama</b>                      Create atmosphere through the use of voice and movement</p>	<p><b>Word Reading</b>                      Read words with unfamiliar spelling patterns                      Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)                      Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p><b>Being a Reader</b>                      Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books                      Identify and remember common structural and language conventions in different text types                      Read for a range of purposes                      Retell stories, adding key details</p> <p><b>Reading Comprehension</b>                      Check that they understand the text they are reading and explain the meaning of words in context                      Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described                      Answer questions by referring back to the text                      Predict what may happen and explain using detail from the text                      Identify the key points in a text                      Use textual details to draw conclusions about characters, settings and events                      Explain the basic structures inherent in different text types (fiction and non-fiction)                      Select and explain favourite vocabulary choices                      Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc.                      Develop understanding by linking reading to other books or similar contexts</p> <p><b>Being a Researcher</b>                      Use library classification to find reference materials                      Take notes by summarising, deleting and substituting                      Retrieve, record and present information</p>	<p><b>Planning, Composing and Evaluating</b>                      Generate ideas for their writing                      Use the structures, grammar and vocabulary of written texts to plan and write their own                      Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary                      Use headings and sub-headings                      Use ideas and content appropriate to the subject and text type                      Signal sequence, place and time to give coherence to writing                      Create settings using well chosen words and phrases                      Collect and use suitable vocabulary for a text                      Use expression, intonation and tone when reading aloud their writing                      Evaluate the work of others and suggest improvements                      Evaluate their work effectively and make improvements based on this                      Proof-read for spelling, grammar and punctuation errors                      Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 3)</p> <p><b>Grammar, Punctuation and Vocabulary</b>                      Use correct grammatical terminology when discussing their writing                      Use and understand the terms consonant and vowel                      Use a or an appropriately                      Recognise what a pronoun is                      Recognise what a personal pronoun is e.g. I, me, we, us, you, he, she, it, him, her, they, them                      Recognise and explain what a conjunction is                      Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because                      Recognise direct speech and inverted commas                      Use direct speech and inverted commas</p>	<p><b>Spelling</b>                      Use a dictionary to check words                      Consolidate spelling patterns from Y2                      Investigate spelling patterns and conventions                      Spell words with the prefix pre-                      Spell words with the prefix sub-                      Spell words with the prefix ex-                      Spell two syllable words containing double consonants e.g. dinner                      Add suffixes beginning with vowel letters to words of more than one syllable and know when to double the final consonant e.g. forgetting, forgotten, gardening, gardener                      Spell words where an i sound is spelt with a y in the middle of words e.g. gym, Egypt                      Spell the words answer, build, caught, circle, early, earth, fruit, group, heard, heart, height, island, learn, minute, often, woman/women                      Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far                      Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p><b>Handwriting and Presentation</b>                      Write with joined handwriting consistently                      Build keyboard skills to type, edit and redraft</p>