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| Year 3 | | 1st Half Autumn Term | 2nd Half Autumn Term |
| Theme/Topic title | | Stone Age | Wreck of the Zephyr |
| Educational visits/Visitors | | Mr Mitchell (Forest School) | ‘Adam Bunt’ |
| Hook | | Stone Age Day | Water day |
| Texts | | * Stone Age Boy (Satoshi Kitamura) * Stig of the Dump (Clive King) * How to wash a Woolly Mammoth (Michelle Robinson) * What’s under the bed? (Mick Manning) * The Pebble in My Pocket: A History of Our Earth (Meredith Hooper) | * Wreck of the Zephyr (Chris Van Allsburg) * Wreck of the Zanzibar (Michael Morpurgo) |
| English | Fiction focus | Stone Age narratives based on the class text (Stone Age Boy) | Retell the story of The Wreck of The Zephyr |
| Non-fiction focus | Instructions (How to wash a Woolly Mammoth)  Reports - Stone Age Life | Glossary  Persuasive advert |
| Poetry | Stone Age Bone Age (Mick Manning)  Mammoth Stomp (Bug Stomp) | Free form poetry  The Sea Poem (Barry Cornwall) |
| Mathematics | Content overview | * Numbers and the Number System * Counting and Comparing * Visualising and Constructing | * Calculation: Addition and Subtraction * Calculation: Multiplication and Division * Exploring Time |
| Science | Focus | Rocks & Soils | Forces & Magnets |
| Content overview  N.C. P.O.S. | * Compare and group together different kinds of rocks * Relate the properties of rocks to their formation * Describe how fossils are formed | * Notice that some forces need contact between two objects * Observe how magnets attract or repel each other and attract some materials and not others * Describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing |
| Cornerstones Investigation | How are fossils formed?  How is soil formed? | Investigate friction  Investigate the strength of different magnets |
| Computing | Focus | Linked to the creation of a Mammoth fact file:  Developing word processing skills  Internet research and communication  Staying safe online | To change the order of objects and group or ungroup objects  (linked to creating artwork influenced by Kandinsky) |
| N.C. subject content | * Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration | * Use sequence, selection, and repetition in programs; work with variables and various forms of input and output |
| Online safety message | What ways are there for reporting Internet concerns? | How safe is my password? |
| Geography | Focus |  | * Name and locate the countries of the United Kingdom * Draw picture maps * Identify physical and human features from a map * Explore land use |
| N.C. subject content |  | * Name and locate counties and cities of the United Kingdom * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * Record and present the human and physical features in the local area using sketch maps |
| History | Focus | Who were the early Britons?  Exploring life in early Britain including the Stone, Bronze and Iron Age:  • Stone Age life  • Skara Brae  • Bronze Age to Iron Age |  |
| N.C. subject content | * Changes in Britain from the Stone Age to the Iron Age. |  |
| Physical education | Content overview | Gymnastics | Tennis |
| N.C. subject content | * Develop flexibility, strength, technique, control and balance * Work safely alone and with others * Take weight on hands and jumping * Demonstrate changes of shape * Make movement sequences on the floor and apparatus | * Use running, jumping, throwing and catching in isolation and in combination * Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending |
| Art and design | Focus | What do cave paintings teach us about the Stone Age?  Explore cave-art and what was being communicated through it  What can we infer about life in the Stone Age through cave-art? | Researching Katsushika Hokusai  (The Great Wave)  Experiment with colour palette/painting techniques  Painting the Great Wave  Painting using inks |
| N.C. subject content | * Develop techniques, including control and use of different materials | * Create sketch books to record observations and use them to review and revisit ideas * Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials * Learn about great artists, architects and designers in history |
| Design and technology | Focus | Linked to Art and design | Linked to Art and design |
| N.C. subject content |  |  |
| Music | Focus | Warwickshire Music Service – UpBeat  Djembe Drumming | Warwickshire Music Service – UpBeat  Djembe Drumming |
| N.C. subject content | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations |
| PSHE | | 3D PSHE   * Rules & Responsibility | 3D PSHE   * Protective Behaviours * Anti-Bullying Week |
| French | | Unit One: Bonjour | |
| R.E. | | Key question:  Why do people pray? | |
| Cross curricular links | English | Permeability of soil - letter writing to Om  Instructions on how to build a compost bin for Stig (Science link) | Explain how magnets were first discovered – comic strip based on ‘Magnus and the Lodestone’ (Science link) |
| Maths | Data handling  Measure – time | Data handling  Measure – time |
| Other |  |  |