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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)
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| 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 | GlossaryPersuasive advert |
| Poetry | Stone Age Bone Age (Mick Manning)Mammoth Stomp (Bug Stomp) | Free form poetryThe 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
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| 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
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| Cornerstones Investigation | How are fossils formed? How is soil formed? | Investigate frictionInvestigate the strength of different magnets |
| Computing | Focus | Linked to the creation of a Mammoth fact file:Developing word processing skillsInternet research and communicationStaying 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
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| 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
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| 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
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| 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.
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| 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
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| Art and design | Focus | What do cave paintings teach us about the Stone Age?Explore cave-art and what was being communicated through itWhat can we infer about life in the Stone Age through cave-art? | Researching Katsushika Hokusai (The Great Wave)Experiment with colour palette/painting techniquesPainting the Great WavePainting 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
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| Design and technology | Focus | Linked to Art and design | Linked to Art and design |
| N.C. subject content |  |  |
| Music | Focus | Warwickshire Music Service – UpBeatDjembe Drumming | Warwickshire Music Service – UpBeatDjembe 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
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| PSHE | 3D PSHE* Rules & Responsibility
 | 3D PSHE* Protective Behaviours
* Anti-Bullying Week
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| French | Unit One: Bonjour |
| R.E. | Key question:Why do people pray? |
| Cross curricular links | English | Permeability of soil - letter writing to OmInstructions 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 |  |  |