

Year 3		1 <sup>st</sup> Half Autumn Term	2 <sup>nd</sup> Half Autumn Term
Theme/Topic title		Stone Age Boy	Message in a Bottle
Educational visits/Visitors		Mr Mitchell (Forest School)	
Hook		Stone Age Day	Water day/ Night Pirates Day treasure hunt
Texts		<ul style="list-style-type: none"> <li>Stone Age Boy (Satoshi Kitamura)</li> <li>Stig of the Dump (Clive King)</li> <li>How to wash a Woolly Mammoth (Michelle Robinson)</li> <li>What's under the bed? (Mick Manning)</li> <li>The Pebble in My Pocket: A History of Our Earth (Meredith Hooper)</li> </ul>	<ul style="list-style-type: none"> <li>Mousehole Cat</li> <li>Wreck of the Zanzibar (Michael Morpurgo)</li> </ul>
English	Fiction focus	Stone Age narratives based on the class text (Stone Age Boy)	Own narrative based upon Mousehole cat
	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	<ul style="list-style-type: none"> <li>Numbers and the Number System</li> <li>Counting and Comparing</li> <li>Visualising and Constructing</li> </ul>	<ul style="list-style-type: none"> <li>Calculation: Addition and Subtraction</li> <li>Calculation: Multiplication and Division</li> <li>Exploring Time</li> </ul>
Science	Focus	Rocks & Soils	Forces & Magnets
	Content overview N.C. P.O.S.	<ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks</li> <li>Relate the properties of rocks to their formation</li> <li>Describe how fossils are formed</li> </ul>	<ul style="list-style-type: none"> <li>Notice that some forces need contact between two objects</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>Describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul>
	Cornerstones Investigation	How are fossils formed? (CI) How is soil formed?	Investigate friction Investigate the strength of different magnets
Computing	Focus	Creating a Mammoth fact file - Developing word processing skills Internet research and communication Staying safe online	Change the order of objects and group or ungroup objects to create artwork influenced by Kandinsky
	N.C. subject content	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> </ul>
	Online safety message	What ways are there for reporting Internet concerns?	How safe is my password?

Geography	Focus		Atlas and map work
	N.C. subject content		<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom</li> <li>Draw pictorial maps</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Record and present the human and physical features in the local area using sketch maps</li> <li>Identify physical and human features from a map</li> <li>Explore land use</li> </ul>
History	Focus	Who were the early Britons? Life in early Britain including the Stone, Bronze and Iron Age <ul style="list-style-type: none"> <li>Stone Age life</li> <li>Skara Brae</li> <li>Bronze Age to Iron Age</li> </ul>	
	N.C. subject content	<ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age.</li> </ul>	
Physical education	Content overview	Gymnastics	Tennis
	N.C. subject content	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> <li>Working safely alone, and with others</li> <li>Taking weight on hands and jumping</li> <li>Demonstrating changes of shape</li> <li>Making movement sequences on the floor and apparatus</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>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</li> </ul>
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	<ul style="list-style-type: none"> <li>Develop techniques, including control and use of different materials.</li> </ul>	<ul style="list-style-type: none"> <li>Create sketch books to record observations and use them to review and revisit ideas</li> <li>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>Learn about great artists, architects and designers in history</li> </ul>
Design and technology	Focus	Joining Materials (Stone Age tools)	
	N.C. subject content	Working with different materials Creating fixed joints.	
Music	Focus	Warwickshire Music Service – UpBeat Djembe Drumming	Warwickshire Music Service – UpBeat Djembe Drumming
	N.C. subject content	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>

		<ul style="list-style-type: none"> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> </ul>
PSHE		<p>3D PSHE</p> <ul style="list-style-type: none"> <li>• Rules &amp; Responsibility</li> </ul>	<p>3D PSHE</p> <ul style="list-style-type: none"> <li>• Protective Behaviours</li> <li>• Anti-Bullying Week</li> </ul>
French	Rigolo unit	Unit One: Bonjour	
R.E.		<p>Key question: Why do people pray?</p>	
Cross curricular links	English	Permeability of soil - letter writing to Om Instructions on how to build a compost bin for Stig	Explain how magnets were first discovered – comic strip based on 'Magnus and the Lodestone'.
	Maths	Data handling Measure – time	Data handling Measure – time
	Other		