



Curriculum Half Termly Overview

Stone Age Rocks

Year group - 3

Term - Autumn 1



Wow moment:

Stone Age Survival Day.

English text types		SPAG	
Core text: Billy and the Minpins - Roald Dahl Weeks 1-3: Model text - The Ground Gives Way Text type - warning story Focus - description and setting Weeks 4-6: Model text - How life has changed through the ages. Has it improved? Text type - Discussion		- Identify nouns, adjectives, verbs and adverbs. Use these in their writing. - Use -ly to turn adjectives into adverbs. - Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. - Identify different sentence types; statements, questions, commands and exclamations. - Use coordinating conjunctions; but, so or.	
Unit 1 Ready to write - Learn how to use expanded noun phrases to describe and specify. - Learning how to use both familiar and new punctuation correctly. - How the grammatical patterns in a sentence indicate its function as a question/ command/ exclamation/ statement. - Co-ordination (using or, and, or but). - Subordination (using when, if, that, or because). - Commas to separate items in a list. - Apostrophes for possession and contraction. - Learn how to use the present and past tenses correctly. Unit 2 Determiners - Use the forms a or an according to whether the next word begins with a consonant or a vowel.			
Maths		MFL	
Week 1-3: Place value Week 4-6: Addition and Subtraction		Spanish - Hola Unit 1 - Let's start - places, culture and people - Countries that speak Spanish	
Science		PSHE	
Rocks In this unit children will recognise that below the surface of Earth is rock which they may not be able to see. They will understand that over time rocks have been broken down to form smaller rocks, pebbles, stones and eventually soils. They will recognise that there are different rocks and different soils which have different properties and appearances. Children will identify, name and describe different rocks. They will compare and group different rocks and soils based on appearance and properties, e.g. hardness, and they will examine the soil in their local area. They will consider the impact of worms in making soils. Children will also describe in simple terms how fossils are formed when living things have been trapped in rock. They will have the opportunity to make a model fossil. Working Scientifically, children will have the opportunity to make close observations and detailed comparisons of rocks and soils and they will investigate the appearance and some properties of rocks and soils. They will have the opportunity to set up simple comparative and fair tests. They will investigate how soils are formed, how animals make their habitat in soils, and the constituents of soil. This unit also offers the opportunity for children to consider risks and hazards involved in handling soils.		Being me in my world - Introduction to Jigsaw- how lesson is set out. Calm me time. - Introduce Jerrie the Cat and Jino the jigsaw piece. - A sense of belonging - Welcoming others - Building the positive and nurturing ethos of the class/school - Being part of a school community, a wider community, a global community - Rights (UNCRC) and how to respect them; Working and socialising with others; School Team and pupil voice; The Learning Charter: rights, how to respect, rewards and consequences.	
History		PE	
Stone Age Survival Day. Who were Britain's first builders? - Who lived in Britain before me? - What do we know about the first people who lived on our islands? - What happened when Britain warmed up? (The Mesolithic 10,500 BC -4000 BC) - What was the mystery buried in the sand? - What was so important about the Bronze Age? (2400 BC -800 BC) - Why is Stonehenge a special place in Bronze Age Britain? - Iron age Britain and its people -what does the evidence at Maiden castle show us? What objects would you include in a museum display about Britain's first people?		Games - skittles - Develop passing technique by passing the ball backwards and forwards to each other. - Move around the area with the ball. - Develop dodging skills and defending/ intercepting. - Keep possession of the ball. - Practise shooting at the target. - Use skills in a game which has been practised in the previous weeks. Athletics - Develop the sprinting technique and improve on your personal best. - Sprint on the balls of your feet moving your hands from pocket to mouth. - Develop fluency and rhythm when running over obstacles. - Count your strides to keep an even pace. Keep a consistent stride pattern. Run with a fluent and coordinated running action alternation arms and legs. - Develop jumping technique in a range of approaches and take off positions. - Jump with balance and control by bending your knees at take-off and landing. Keep looking straight ahead when you jump. - Develop jumping for height and safety on landing. - Drive your arms forwards and upwards on take-off. Jump with balance and control by bending your knees at take-off and landing. - Develop throwing for distance in a pull throw. - Release the beanbag as your hand moves past your head. Throw from a balanced stance. Transfer your weight from your back to your front leg.	
Music		Design and Technology	
How does music bring us closer together? Recorders. The children will listen and respond to music and explain how different pieces make them feel. They will understand and use the language of music and begin to create a four or six-bar melody according to the instructions. They will then develop performance and awareness skills.		Eat Seasonally. Children discover when and where fruits and vegetables are grown and also learn about seasonality in the UK. They will also learn about the relationship between the colour of fruits and vegetables and their health benefits by making dishes using seasonal ingredients.	