

Year 3 - Areas of Study Autumn 1 2024

Topic Title: Heavy Metal Rock
Key Question: When do you think it was better to live: Stone Age, Bronze Age or Iron Age?
English (Reading and Writing)
<p>The children will look at the adventure story of Stone Age Boy and create their own flipped version of the story. Writing in 1st person they will write about themselves as a Stone Age person who time travels to the modern world. They will think about the surprising events a stone age person would come across and show their creative writing skills in describing the unusual places that they will visit. They will then move onto looking at the comic style text of Ug, where the children will create their own dialogue, which they will then use to create paragraphs demonstrating their knowledge of punctuating direct speech.</p> <p>Using their history knowledge of the Stone Age and how the Stone Age people sourced their food, the children will take part in debates that will inspire their persuasive writing, on whether it would be better to be a hunter-gatherer or a farmer to create a persuasive poster.</p> <p>In Guided Reading sessions, we will introduce the children to the Stone Age by reading a Graphic Novel, Lucy and Andy Neanderthal Book 1 by Jeffery Brown. This is the first book in a series and allows the children to learn about Stone Age in a fun and interesting way. Lucy and Andy are a sister and brother who get into trouble much like any sister and brother. Only difference? Lucy and Andy live in the Stone Age! The children will enjoy their laugh-out-loud adventures as the Paleo pair take on a wandering baby sibling, bossy teens, cave paintings, and a mammoth hunt. But what will happen when they encounter a group of humans?</p>
Maths
<p>Children will recap how to represent numbers to 100 and adding tens and ones together from the Year 2 curriculum. They will then learn the place value of each digit in a 3-digit number and how to represent 3-digit numbers using concrete resources or pictures. Following that, children will be looking at how many tens make a hundred and how many ones make one hundred. The children will then move on to represent numbers up to 1000, using concrete resources, and will be able to order them in both ascending and descending order. Once their understanding of 3-digit numbers is secure they will then be exploring 1, 10 or 100 more and 1, 10 or 100 less. They will compare two 3-digit numbers next when represented pictorially. Then they will compare two 3-digit numerals using phrases like 'more than', 'less than' and 'equal to'. Children will learn to solve word problems involving comparing and ordering numbers.</p>
Science
<p>This term, the children will be learning about the different types of rocks and soils and how they are formed. They will also look at how fossils are formed, how they are then found and the significance of Mary Anning. The children will get the opportunity to do some fieldwork, digging up soil samples and investigating what the soil was made up of using magnifying glasses. They will go on to experiment with different rock samples to classify them by their properties and categorise them into different sub-groups (e.g. igneous, sedimentary, metamorphic, man-made).</p>

Children will also make cross curricular links to Geography as we study volcanoes and their link to rocks.
History
The children will be learning about the Stone Age, Bronze Age and Iron Age. They will use primary historical evidence to gain an understanding of the different periods. They will then look at the major changes in the Stone Age, the movement from hunting-gathering-fishing to farming. From there, the children will investigate the next major changes in this period, the movement from stone tools, to the introduction of metals with bronze and then a movement to iron. They will be able to explain why people gradually moved from one material to the next. Next, they will look at a series of evidence from across the three periods to investigate different 'themes' of life. They will finish by creating a classroom museum, to draw together all of the knowledge they have learned from the lessons. They will be able to display their knowledge to show that they can eloquently produce an answer to this to finish the topic - When do you think it was better to live: Stone Age, Bronze Age or Iron Age?
Geography
Not delivered this half term.
Art
This term the children will understand how cave art was made, the motifs commonly found in cave art and then create their own cave art using material which are as close to authentic as possible. They will also create their own aged canvas on which to demonstrate their knowledge of cave art. They will have the opportunity to evaluate their work and make any amendments they deem necessary.
Design Technology (DT)
Not delivered this half term.
Music
I've Been to Harlem
The children will be introduced to a traditional pentatonic song about travelling around the world, full of creative possibilities. Use it to invent cup rhythm games, explore pentatonic melodies from around the world, sing as a round, and compose ostinato accompaniments. It's thought that the song originally came from Virginia on the east coast of the United States of America, where it was popularly performed as a drinking/cups game song at harvest suppers.
Religious Education (RE)
What is a Pilgrimage and how might this help a religious person to be closer to their God?
Children will learn about the term Rites of Passage and then will focus their learning on Pilgrimages. They will learn what a Pilgrimage is and will look at examples of places of Pilgrimage from across Christianity, Sikhism and Islam. They will research different places and have the opportunity to speak to different people who have visited a place of pilgrimage and how it has impacted on their lives.

<p>They will explore how visiting a place of pilgrimage can help believers to feel closer to their God.</p> <p>They will also discuss places that are important to them and reflect on whether a place of pilgrimage has to be a holy place or can it be just a special place.</p>
<p>Physical Education (PE)</p>
<p>The children will be participating in a 'caveperson' dance this term, and will be developing their coordination, balance and agility skills. Children will be moving around in a variety of ways including solo moves as well as partner shapes on the floor. They will also be learning at how to put these moves successfully to music. In outdoor PE, they will be working on ball skills and working on their hand-eye coordination to achieve different passes.</p>
<p>Computing</p>
<p>Digital Artistry – Comic Strips</p> <p>Children will investigate graphic novels by various comic book artists noting their specific styles and artistic choices.</p> <p>Children will have the opportunity to discuss and replicate some of the artistic effects presented as demonstrative works.</p> <p>Children will then look to using a digital artistry program to create a comic book panel/strip of their own taking note of specific artistic styles, their portrayal of characters and actions performed.</p>
<p>Personal, Social and Health Education (PSHE)</p>
<p>The children will partake in a discussion to set up class rules and expectations for the year (in line with the UNCRC children's rights). They will explore the fact that families come in all different shapes and sizes and be able to identify key features of family life. They will begin to develop a self-awareness to understand their own feelings and show compassion towards the feelings of others. They will investigate strategies to resolve conflicts in addition to how to make sensible decisions.</p>
<p>Modern Foreign Languages (MFL)</p>
<p>This half term, the children be learning to recognise, understand and respond to key classroom instructions in French, as well as learning a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. They will also learn how to say 'hello' (formally and informally), give their name, ask how somebody is feeling and give a reply and finally how to say 'goodbye' and 'see you soon'.</p>
<p><i>*If you require additional information relating to our school curriculum, please ask at the school office or the class teacher.</i></p>