

From Stone to Steel

YEAR 3 Topic Overview

<p>ENGLISH:</p> <p>Stone Age Boy – Narrative</p> <ul style="list-style-type: none"> Recapping basic SPaG knowledge through basic sentence work Handwriting <p>Recount – Day in the life of a Stone Age person</p> <ul style="list-style-type: none"> Writing in the past tense Introducing paragraphs 		<p>MATHS:</p> <p>Place Value & Number</p> <ul style="list-style-type: none"> recognising, comparing, representing and ordering 3 digit numbers read and write numbers up to 1000 Problem solving & reasoning <p>Addition</p> <ul style="list-style-type: none"> Adding mentally 3 digit numbers and 1s, tens and hundreds Adding 3 digit numbers together using the column method Problem solving & Reasoning 		<p>SCIENCE: Light</p> <ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change. 			
<p>ART:</p> <ul style="list-style-type: none"> Realistic sketching of prehistoric beasts using pencil Clay work of Stonehenge using joining techniques 	<p>DESIGN & TECHNOLOGY:</p> <ul style="list-style-type: none"> Show an understanding of what Prehistoric Britons wore through a design plan Create a Stone Age outfit fit for a caveman using scissors and combining materials. 		<p>HISTORY:</p> <ul style="list-style-type: none"> Changes in Prehistoric Britain, including: Stone Age, Bronze Age and Iron Age housing Develop an understanding of chronology and BC/AD through timelines Investigate and ask questions about Skara Brae and Stonehenge to develop an understanding of what life was like in Prehistoric Britain Understand how Prehistoric Britain has contributed to our life today 		<p>COMPUTING:</p> <ul style="list-style-type: none"> Understanding the importance of online safety through creating rules and reviewing the ICT agreement Using search tools such as google to carry out research on topics Understand how to retrieve saved work from google drive or the school network 		
<p>PSHE/THRIVE:</p> <p>Daily circle time, feelings check in, thrive activities through the Recovery Curriculum</p>		<p>PHYSICAL EDUCATION:</p> <p>Relax Kids, Yoga, Health Related Fitness & OAA</p>		<p>MUSIC:</p> <p>Improvise repeated patterns vocally and with percussion with both rhythm and melody practise and perform to improve accuracy. Improvise and compose further rhythms and melodies and evaluate own and each other's works.</p>		<p>GLOBAL LEARNING</p> <p>How did the Stone Age aid communication? (Cave painting)</p>	
<p>RE</p> <p>Hinduism and Deities</p>	<p>FRENCH</p> <p>Colours, alphabet and numbers</p>	<p>IMPACT DAY</p> <p>Impact Day – cave painting, clay work (Stonehenge), Stone Age clothing</p>	<p>FINALE</p> <p>Celebration of work assembly to year 4</p>	<p>RRS</p> <p>12: You have the right to give your opinion, and for adults to listen and take it seriously. 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people. 17: You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p>			

