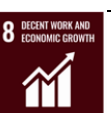




Year 3 Autumn Term 1

Curriculum Overview

	Autumn 1
Topic title	Tales of the Tribes
Key Question	How is life different and similar across different ages in Britain (Stone Age, Bronze Age and Iron Age.)
Links to previous and future learning	Previous: History History Year 2: significant individuals in the past who have contributed to national and international achievements, comparing aspects of life in different periods. Year 2: Ask and answer questions choosing and using parts of story and other sources to understand key features. Year 2: understand some of the ways in which we find out about the past and identify different ways in which it is represented. Future: History Year 4: how to use a timeline Year 4: I can explore items and artefacts used to build a picture of life in the past. Year 5: reading timelines with centuries and decades Year 5: draw a timeline with different historical period showing historical events or lives of significant people Year 5: Use different sources to find information about the past Year 6: Identify and explain differences, similarities and changes between different periods of history Year 5: Physical geography – rivers, record human and physical features of the local area, Year 6: similarities and differences of human and physical Future: History Year 4: I know how to use a timeline Year 4: plot events on a timeline using centuries Year 4: use my mathematical skills to round up time differences into centuries and decades. Year 4: Explain why events in history could be reviewed from different perspectives and that sources may confirm or contradict each other. Year 5: understand how our knowledge of the past is constructed from a range of sources. Year 5: explaining the order of events and what happened. Year 5: place features of historical events and people from the past societies and periods in a chronological framework. Year 6: understand how our knowledge of the past is constructed from a range of sources Year 6: construct informed responses that involve thoughtful selection and organisation of relevant historical information Year 6: read and use a timeline Year 6: know what a secondary and primary source is
Global themes covered	 Aspirations - how to better ourselves. aspiration

British Values	 
Redlands Values	 
UN Global Links	    
Charity Link	Asha India
Visit/ experience linked to the topic	Getting the Artifacts of Stone Age from the Leicester Museum £55.00
Overall outcome for topic (showcase)	Invite the parents in for a digital learning experience where the children will record their learning and have different areas for different time zones.
Hook	Stone Age silhouette art.
Key Text suggestions	Stone Age Boy How to Wash a Woolly Mammoth The Stolen Spear
English/Phonics suggestions	Instructions – How to Wash a Woolly Mammoth Stone Age Letter – Stone Age Boy

Maths	Number and Place Value: Numbers to 1000 • To learn to count in hundreds and understand the place value. Pupils will also understand how many hundreds are needed to make 1000. • To compose and decompose numbers consisting of hundreds, tens and ones. • To understand the value of each digit in a 3-digit number • To be able to compare and order numbers. • To be able to count in fifties. • To recognise, describe and continue a number pattern. • To be able to recognise, describe and complete more complicated number patterns. • To be able to count in fours and eights. Calculations: Addition and Subtraction • To understand the commutative law of addition and the corresponding addition and subtraction facts. • To add a 3-digit number to a 1-digit number with no regrouping or renaming. • To add a 3-digit number to a multiple of 10 (2-digit number) without regrouping or renaming. • To add multiples of 100 to a 3-digit number without regrouping or renaming. • To add two 3-digit numbers without regrouping or renaming; introduction of the column method of addition. • To add a 3-digit number to a 1-digit number with renaming. • To add with renaming in tens. • To add two 3-digit numbers with renaming the ones. • To add two 3-digit numbers with renaming the tens. • To add with renaming in ones and tens.
Geography	Geographical skills and fieldwork • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Granular Knowledge • I can use grid references on a map (mapping stone age sites)

SCIENCE	Working Scientifically: Light ▪ asking relevant questions and using different types of scientific enquiries to answer them ▪ setting up simple practical enquiries, comparative and fair tests ▪ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ▪ identifying differences, similarities or changes related to simple scientific ideas and processes ▪ using straightforward scientific evidence to answer questions or to support their findings. Light Pupils should be taught to (National Curriculum): ▪ 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 an opaque object • find patterns in the way that the size of shadows change Granular Knowledge • I can describe what dark is (the absence of light) • I can explain that light is needed in order to see • I know that the Sun is a light source, but that the Moon is not and is merely reflecting light from the Sun • I know that many light sources give off light and heat • I know that opaque objects block light creating shadows and that light passes easily through transparent objects • I know that opacity/transparency and reflectiveness are properties of a material • I can explain that light is reflected from a surface • I can explain and demonstrate how a shadow is formed • I know that as objects move towards a light source, the size of the shadow increases • I know how to show the changing of shadow size by drawing a diagram with straight lines representing light • I know that sunglasses can protect eyes from sunlight but looking at the Sun directly – even with sunglasses – can damage the eyes • I can explain the danger of direct sunlight and describe how to keep protected • I know that a data logger can keep track of light levels and that this can be plotted on a graph to show how this changes over the course of a day Greater Depth • I can research how light and shadows have been used in everyday life
-----------------------	--

History	Changes in Britain from the Stone Age to the Iron Age: National Curriculum Pupils should be taught about: • Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Changes in Britain from the Stone Age to the Iron Age • I can use my mathematical knowledge to work out how long ago events happened <u>Changes in Britain from the Stone Age to the Iron Age:</u> Granular Knowledge • I can use my mathematical knowledge to work out how long ago events happened • I know some of the key inventions from the Stone Age and Iron Age • I know when the Stone Age and Iron Age was • I can sequence 5-6 objects or artefacts • I can explain some of the changes to life between the Stone Age and the Iron Age • I can compare life in the Stone Age with life in the Iron Age • I can research in order to find similarities and differences between two or more periods of history and ways of life at these different times • I understand that historians use sources to construct their understanding of the past • I can observe details in a range of sources (written, pictorial and artefacts) and understand how they might tell me something different about the past • I can draw some conclusions about the past from sources Greater Depth: • I can reflect and explain how events from the past have shaped my life today • I can form reasoned arguments for why events from the past are interpreted in different ways
Art/DT	<u>Art – Prehistoric Painting</u> • Recognise the processes involved in creating prehistoric art. • Explain approximately how many years ago prehistoric art was produced. • Use simple shapes to build initial sketches. • Create a large scale copy of a small sketch. • Use charcoal to recreate the style of cave artists. • Demonstrate good understanding of colour mixing with natural pigments. • Discuss the differences between prehistoric and modern paint. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Successfully make positive and negative handprints in a range of colours. • Apply their knowledge of colour mixing to make natural colours.
Computing	<u>Computing systems and networks</u> Connecting computers Identifying that digital devices have inputs processes, and outputs, and how devices can be connected to make networks.

Online Safety	<u>Project Evolve: Online Relationships</u> • I can describe ways people who have similar likes and interests can get together online. • I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. • I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. • I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain how someone's feelings can be hurt by what is said or written online. • I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. <u>Self Image and Identity</u> • I can explain what is meant by the term 'identity' I can explain how people can represent themselves in different ways online. I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.
Music	<u>Leicestershire Music – Unit 1</u> National Curriculum: Pupils should be taught to: ▪ 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 (consolidated in Summer). ▪ use and understand staff and other musical notations (consolidated in Summer). ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. ▪ develop and understanding of the history of music. Leicestershire Music Unit 1: Pulse • Follow and lead simple performance directions, demonstrating my understanding of pulse. • Maintain a part in a piece / rhythm game consisting of two or more parts. • Sing and play confidently and fluently, maintaining a steady pulse (Unit 1 + 2 + 4). • Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. Including discussing structure (unit 5). • Accept feedback and suggestions from others.

PSHE	<u>Myself and My Relationships</u> Beginning and Belonging By the end of this unit most pupils will: • be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class • be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school • be able to identify people at home, at school and in other contexts of their lives to include in their support networks • know how they can access support and some ways they can help other people. Some pupils will not have made so much progress and will: • be able, with support, to contribute ideas to discussions about ground rules for the class, and to join in relationship building activities • be able to identify emotions that they might feel in a new situation, and know how to welcome someone else who is new • be able, with support, to identify people at home and at school who can help them when they need it • know how to ask someone in their support network for help. Some pupils will have progressed further and will: • be able to take a lead in discussions about class ground rules, and in activities to help build cooperative relationships in the class • be able to identify emotions that they and others might feel in a new situation, and also support other people to identify emotions for themselves • know and put into practice approaches to helping someone who is new to the class and the school • recognise how their support network progresses over time, and be able to adapt it to changing circumstances • be confident in knowing how they can access support, and in offering support to others.
RE - Day	<u>How do festivals and worships show what matters to Muslims? Autumn 2</u> Make sense of belief: • Identify some beliefs about God in Islam, expressed in Surah 1. • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) Understand the impact: • Give examples of ibadah(worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) Make connections: • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.

PE	Dance – Solar System Curriculum Objectives: Improve skills of travelling, jumping, turning, stillness, gesturing; changing shape/size/level/direction. Increase the range Learning Outcomes: • Perform movements used in the dance that communicates the solar system idea in a clear pathway. • Perform a pair group dance using the compositional principles of unison, meet and part. • Perform a pair group dance using the compositional principles of Canon and observe and evaluate movements describing the contrasting dynamics. • Perform sections one and two of the dance. • Pupils can work as a team to create the final piece of the dance. • Pupils are able to perform the whole dance.	Games – Ball Handling Skill Curriculum Objectives: Improve skills of travel cover travel with, send chase, receive, aim, chase, dribble avoid, dodge, attack, defend, movement into/out of space. Learning Outcomes: • Perform basic skills of throwing common catching 3 to 4 metres apart. • Throw and catch a variety of ways with control and confidence, sometimes on the move. • Perform bouncing into a target area, catching and dribbling. • Be able to throw, catch and move into space and score. • Be able to perform ball handling skills accurately, showing awareness of space and teammates. • Pupils can play the game successfully outwitting the opponents to score.
------------------	--	---