**Maths**

**Place Value, Addition and Subtraction, Multiplication and Division**

We use White Rose Maths to support our maths teaching in year 3. The children will focus on place value and number within 1000 which includes partitioning and recombining numbers, representing numbers in different ways, placing numbers on a number line, reasoning and problem solving. Children will have a range of resources available to them to support their learning. Challenges will be set accordingly.

We want the children to be able to explain their reasoning so using appropriate mathematical vocabulary will become a clear focus within the classroom. Homework will be given to support the key skills being taught in school. TTRockstars will be used both at home and in school to enhance their times tables recall. This will assessed three times a week during TTRockstars sessions – against the clock.

**Our Curriculum**

**The Stone Age**

**Autumn Term 1: Year 3**



**English**

**Key texts:**

UG – By Raymond Briggs

**Key Skills**

* Understanding of grammatical terminology
* Understand the use of pronouns
* Using speech bubbles and direct speech punctuation
* Continue to use capital letters and full stops with accuracy
* Begin to use further punctuation in our writing, such as commas, question marks and speech marks

Children will receive new personal writing targets, to focus on individual areas for development.

In addition, they will be receiving weekly guided reading, handwriting, comprehension and spelling practise.

**Science**

**Animals including humans**

The children will be studying the topic of ‘Animals Including Humans.’ We will find out about food groups and healthy balanced diets thinking about the nutrition we get from what we eat.

We will investigate skeletons and look closely at bones, joints and muscles, comparing human with animal skeletons and thinking about their use as support, protection and movement.

#### **Key Skills**

* asking relevant questions and using different types of scientific enquiries to answer them
* making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment
* using results to draw simple conclusions, make predictions for new values
* recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

**RE**

**What is it like to follow God?**

Pupils will make clear links between the story of Noah and the idea of covenant. They will make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. The pupils will make links between the story of Noah and how we live in school and the wider world.

**Key Skills**

-Make simple links between stories, teachings and concepts studied and how people live, individually and in communities

-Give good reasons for the views they have and the connections they make.

-Talk about what they have learned and if they have changed their thinking

**How you can help**

* Read at home with your child and record in their reading records
* ebooks available [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)
* Encourage children to log onto <https://ttrockstars.com/>
* Discuss the importance of a ‘balanced diet’, in relation to our Science topic. Encourage children to think about this in day-to-day life and in the choices that they make.
* Create opportunities to make links to our ‘Stone Age’ topic (see optional homework)

[www.corbridgefirst.northumberland.sch.uk](http://www.corbridgefirst.northumberland.sch.uk)

Twitter - @CorbridgeFirst

**Art and Design**

**Key artist: Alison Dearborn**

Children will create a sculpture, inspired by the art work of Alison Dearborn. They will discuss and respond to Alison Dearborn’s art work, use it to create their own Stone Age art work and from this, design and create a Stone Age sculpture.

**Key Skills -** Sculpture

* Use sketchbooks to record ideas
* Explore, adapt and refine ideas from first hand observations
* Develop confidence using clay, adding greater detail and texture
* Use knowledge of the formal elements of art (line, tone, shape, form, texture, colour, pattern) to analyse key art works
* To describe the key ideas and techniques of Alison Dearborn

**History**

Children will learn about life in Britain from the Stone Age to the Iron Age, a period covering a million years of history. As well as understanding the chronology of this fascinating time, children will learn about the food, religion, homes, technology and art and how each of these areas developed and changed over time and how amazing developments occurred from the Stone Age to the Iron Age.

**Key Skills**

* Explore the similarities and differences between the Stone Age, Bronze Age and Iron Age?
* Discuss and understand the reliability of historical evidence
* Discuss the main events during this time period and put them into chronological order
* Use key terminology in the correct context, throughout the topic

**P.E.**

The children will now have 2 PE lessons each week. PE kit MUST be in school for the whole half term and be **suitable for outdoor sessions**. No jewellery must be worn on PE days which are Tuesday and Wednesday.

Tuesday’s session will be delivered by Mr Thompson and will mainly take place outdoors. Please ensure your child’s PE kit is appropriate for this. Our focus will be invasion games (basketball and netball). The key skills will include teamwork, target skills, speed and agility, maintaining possession, scoring and defending.

The Children have a weekly swimming lesson. They will need their swimming kit in school every Monday.

**Music**

This half term the children's learning will be focused around a song called 'Let Your Spirit Fly'. The children will be listening to and appraising this song and other related songs. They will be carrying out warm up games such as finding the pulse or copying the rhythm and musical activities, allowing them to play instruments alongside the song.

We will also be listening to a range of music both in class and during worship, understanding how different pieces of music can affect our emotions.

**PSHE**

**How can we be a good friend?**

The children will learn about how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded. They will discuss how to build good friendships, including identifying qualities that contribute to positive friendships and that friendships sometimes have difficulties. They will learn how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences

Other PSHE opportunities:

-Special Person

-Classroom buddies

-Playground buddies

-Environmental links through global goal keepers

**Computing**

The children will work in small groups either in the classroom or in the computer suite. They will learn how to log on to the school network and the importance of keeping passwords safe.

In computing children will follow the coding scheme of work. They will learn how to use the ‘repeat’ command, use coding knowledge to create a range of programmes and design and create an interactive scene.

In addition, we will be looking at the schools E-safety acceptable use policy, learning and discussing how to protect our personal information and about how to make good online choices.

School360 continues to be used in school.