Berkswell Church of England Primary School Curriculum Overview
Year 3 Autumn Term – Ancient World – The Stone Age & Ancient Greece

English

Recount

This unit is constructed around a central theme of 'the stone age'. The children will be taken on a variety of first hand stone age experiences which will be followed up by writing different diary entries in the 1st person.

Curricular aims of this unit:

- To identify the features of a recount
- To explore the grammar and spelling requirements in context
- To identify and use the past and present tense
- To use time connectives to sequence events
- To orally retell events from their own experiences
- To write their own diary entry to recount the main events

Instructions

This unit is continuing to focus on life in the stone age. Children are asked to design and make a variety of things and then time is spent writing up the instructions using step by step sentences.

Curricular aims of this unit:

- To identify the features of instruction writing
- To explore the grammar and spelling requirements in context
- To use adverbs and verbs in an effective way
- To use time connectives to sequence events
- To write their own step by step instructions in order.

Greek myths

During this unit the children will read a selection for Greek myths to include; Theseus and the Minotaur, Icarus and Daedalus, Perseus and Medusa and Pandora's box. We will look in detail about the different characters, settings and plots, with a focus on descriptive writing. To conclude the unit the children will plan and write their own Greek myth with an important moral behind it.

Curricular aims of this unit:

- To explore a range of Greek myths and discuss their purpose
- To retell some stories using drama and role play
- To explore the grammar and spelling requirements in context
- To describe characters and settings in a descriptive way
- To create their own Greek myth stories to entertain others

The following will be taught and consolidated throughout the year:

- **Phonics and Spelling**
  - Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet
  - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
  - Read exception words
  - Revise phonics from KS1 and learn new diagraphs and trigraphs
  - Spell words that are often misspelt

- **Grammar and Punctuation**
  - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - Choose nouns or pronouns appropriately for clarity and to avoid repetition
  - Use conjunctions, adverbs and prepositions to express time and cause
  - Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases
  - Use of paragraphs to organise ideas around a theme
  - Use of inverted commas and other punctuation to indicate direct speech
  - Use and understand the grammatical terminology in English

- **Handwriting**
  - Use the diagonal and horizontal strokes that are needed to join letters.
  - Increase the legibility, consistency and quality of handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Additionally, each class studies a class book during BREAK (Berkswell reads for Enjoyment and Knowledge) sessions. This term, children in Year 3 will be reading **'Littlenose the hunter' and Ancient Greece non-fiction books.**

Maths

Number and place value

- Solve number problems and practical problems involving these ideas.
- Count from 0 in multiples of 4, 8, 50 and 100
- Finding 10 or 100 more or less than a given number
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- Compare and order numbers up to 1000
- Identify, represent and estimate numbers using different representations
- Read and write numbers to at least 1000 in numerals and in words

Addition and subtraction

- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Add and subtract numbers mentally, including:
  - a three-digit number and ones
  - a three-digit number and tens
  - a three digit number and hundreds
- Add and subtract numbers with up to three digits, using the efficient written methods of partitioning
- Estimate the answer to a calculation and use inverse operations to check answers

Multiplication and division

- Solve problems, including missing number problems, involving multiplication and division,
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know

Statistics

- Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.
- Interpret and present data using bar charts, pictograms and tables

Fractions

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators
- Compare and order unit fractions with the same denominator

Measures

- Measure, compare, add and subtract: lengths (m/cm/mm)
- Measure the perimeter of simple 2-D shapes
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- Estimate and read time with increasing accuracy to the nearest minute
- Record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight

Geometry

- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them with increasing accuracy
- Recognise angles as a property of shape and associate angles with turning
- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn
- Identify whether angles are greater than or less than a right angle
- Identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.

Science

Rocks

Pupils explore the characteristics of rocks and learn their names. They carry out simple tests on different rocks and use chocolate to model how rocks are made. They explore the composition of soil and think about how soil is made. They learn about the formation of fossils and make their own model fossils. They look at pictures of dinosaur fossils and try to come to some conclusions about the living dinosaurs the fossils came from.

Key Concepts

1. That different rocks have different properties
2. That rocks can be classified as igneous, sedimentary or metamorphic and this classification depends on the method of their formation
3. That soil is composed of rock particles and organic matter
4. That fossils are imprints of living things from millions of years ago
5. That we can learn about prehistoric animals from fossils

Developing scientific thinking

This unit supports the following elements in particular:

- Ask relevant questions and using different types of scientific enquiries to answer them
- Set up simple practical enquiries, comparative and fair tests
- Make systematic and careful observations
- Gather, record, classify and present 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
- Identify differences, similarities or changes related to simple scientific ideas and processes
- Use straightforward scientific evidence to answer questions or to support their findings

Skeletons

Pupils learn about external and internal skeletons, making a skeleton diagrams and studying the names and functions of the major bones in the human skeleton.

Key Concepts

- Skeletons provide support and protection for the body
- There are two basic types of skeleton – internal and external

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Computing

Coding

In this unit the pupils are taught to create and debug algorithms. To begin, children are taught to use Scratch to create algorithms for different regular polygons and then use them to create a pattern. The children will then create an animated story using characters they design. They use a paint tool to create characters and backgrounds. Then they create an animation by translating a story board into a series of scripted instructions

Graphing

In this unit children will learn:

• To enter data into a graph and answer questions.
• To solve an investigation and present the results in graphic form.

Touch typing

In this unit children will learn:

• To understand the correct way to sit at the keyboard.
• To learn how to use the home, top and bottom row keys.
• To practise typing with the left and right hand.

Geography

Geography will be covered in the Spring term.

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History

Pupils will be taught about the changes from the stone age to the iron age. This will include looking at:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

-Bronze Age religion, technology and travel, for example, Stonehenge

- Iron Age hill forts: tribal kingdoms, farming, art and culture

Music

We will rock you-singing skills

All the learning is focused around one song: We will rock you. Throughout this we will learn to sing the song and accompany it with sounds from nature. We will look at the dimensions of music (pulse, rhythm, pitch etc) and singing and playing instruments are all linked to create a final musical performance.

Stone age music- sounds from the environment

The pupils will be learning about the different instruments that were played in the stone age. The pupils will then try to recreate some stone age music. They create accompaniments and sound pictures to reflect sounds in their local environment. (linking with sounds heard in the environment during stone age times)

The dragon song- music from mythical creatures

The Dragon Song and other mythical creatures songs will form the basis of this unit of work. Children will be given time to listen to, learn and perform the songs. Lots of time will be spent on listening to and appraising the song focusing on the key musical elements.

Religious Education

Christianity-Creation-What do Christians learn from the creation story?

In this unit pupils will make links between Genesis 1 and what Christians believe about God and Creation. They describe what Christians do because they believe God is creator and explore why the Creation story might be important for Christians living today.

Christianity-Incarnation/God What is the trinity?

In this unit pupils will identify a difference between a gospel which tells the life and teaching of Jesus and a letter. They will offer suggestions about what texts about baptism and the trinity mean. They will describe how Christians show their beliefs about God and the Trinity in worship and the way they live.

Art

Cave paintings

Pupils will be looking at some cave paintings and discussing the symbols and pictures commonly used. We will then go foraging for different natural dyes in the world and use these to create our own cave pictures.

Greek pots

Pupils will look at different Greek artefacts to collect ideas for shape and pattern from Ancient Greek times. Pupils will then create their own Greek pot using clay. We will be considering the shape on the pots, the use of Greek patterns and effective designs, representing life in Ancient Greece.

Design Technology

Shelters

Pupils will be looking at different shelters from the stone age through to the iron age. The pupils will then be designing and making their own team shelter considering what is needed to make a strong and sturdy shelter.

Physical Education

The Children will be taught a 'Real PE' session each week which focuses on the development of the fundamental movement skills. They will also take part in an additional skills application session each week where they will be able to put their skills into practise.

Real PE - Unit 1 Personal

To cope well and react positively when things become difficult.
Begin to challenge myself

Real PE - Unit 2: Social

To cooperate well with others and give helpful feedback.
Show patience and support others, listening well.

Gym

Pupils will be taught the skills of balancing, travelling, rolling and jumping. The pupils will then create sequences.

Children will learn to:

- Perform a variety of jumps with control
- Perform a variety of rolls with control
- Begin to use skills in different ways and to link them to make actions and sequences of movement.
- Begin to develop flexibility control and balance
- Begin to compare their performances with previous ones and recognise their own success.

Multi skills

- Balance equipment on varying body parts and balance on one leg.
- Change direction and speed
- Co-ordinate their body to perform a combination of movement or actions
- Balance an object while moving
- Complete each test and measure and record one another's scores.

Athletics

Pupils will be taught the skills of running, jumping and throwing in preparation for the Ancient Greek Olympics.

- Throw a javelin/discus using correct stance
- Perform a long jump and triple jump in isolation and in combination
- Develop running for distance and running for speed

PSD- The jigsaw approach

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.

The children will cover two themes (puzzles) this term:
Being Me In My World

This covers a wide range of topics including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference

This focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference' and explore the concept of 'normal'. There is a big focus on bullying, learning what it is and what it isn't and developing strategies for dealing with it effectively.

French

Pupils will explore the theme:

Getting to Know You

- Instructions
- Greetings
- Numbers 1-10
- Age
- Colours (Elmer)
- French Culture / French speaking countries
- Christmas in France

Pupils will learn basic skills in listening, speaking, reading (including phonics), writing and grammar