



Year 3 Curriculum Term 1

Prehistory Rocks!

English

Linked text: *How to Wash a Woolly Mammoth*

We will be creating instructions with this fun prehistoric text. During this unit, the children will be learning how to begin instructions with time conjunctions and use imperative (bossy) verbs to write commands.

Text: *The Stone Age Boy*

In this unit the genres that will be covered are:

Information texts – how to write an introduction, use of different sentence types in factual writing (statements, questions and exclamations), writing different sentence structures to extend ideas in factual writing (using conjunctions), using presentational features of an information text and finally, how to write a summarising end paragraph.

Play scripts – we will be writing stage directions, writing a cast list and use of a colon to show speech (no inverted commas for speech).

Maths

Place value and regrouping

Step 1: 10 ones are equal to 1 ten and 10 tens are equal to 1 hundred

Step 2: Comparing representations of 3-digit numbers

Step 3: Varying the order and practice

Step 4: Regrouping 3-digit numbers flexibly

Step 5: Securing equality (for example, 3 hundreds are equal to 30 tens and 300 ones)

Counting on and back in ones, tens and hundreds

Step 1: Counting on and back in tens with two-digit numbers (and crossing 100)

Step 2: Counting on and back in tens and hundreds (2- and 3-digit numbers)

Step 3: Regrouping through hundreds

Step 4: Counting on and back in ones, tens and hundreds including regrouping

Estimation, magnitude and rounding

Step 1: Use value of digits to compare and order numbers (recognise most significant digit)

Step 2: Estimate the order of 3-digit numbers

Step 3: Estimate number magnitude

Step 4: Round numbers to nearest ten and hundred

Measures: comparison, estimation and magnitude

Step 1: Develop understanding of appropriate units

Step 2: Reading scales

Mental fluency: addition

Step 1: Adding 3-digit numbers to ones, tens and hundreds with no regrouping

Step 2: Adding 3-digit numbers to ones with regrouping ('Think 10')

Step 3: Adding 2- and 3-digit numbers to tens with regrouping ('Think 100')

Step 4: Mental addition with 2- and 3-digit numbers

Step 5: Understanding sum and commutativity in addition

Step 6: Finding complements and reordering

Step 7: Using compensation to add

Step 8: Using multiple strategies to add mentally

Mental fluency: subtraction

Step 1: Subtraction is not commutative



		Step 2: Place value subtraction Step 3: Subtracting hundreds, tens and ones with no regrouping Step 4 (optional): Subtracting ones from 2-digit numbers with regrouping Step 5: Subtracting multiples of ten from 3-digit number with regrouping Step 6: Subtracting 2-digit numbers from 2-digit numbers with regrouping Step 7: Mental subtraction with 2-digit numbers – varied practice Step 8: Compensation Step 9: Multi-strategy approaches
R.E. Signs and Symbols We will be learning about: The meanings of signs and symbols that we see in our environment How symbolic food can be used to remember important events such as birthday and anniversaries. How to explore and interpret religious metaphors such as God is my rock. How religious beliefs and ideas about God can be experienced in different forms, including symbolism		PSHE Term 1 focus is, ‘One Childhood, One Chance.’ We will be looking at The Chilton Way rules- Be safe, Be respectful and Be ready. Chilton Values- Respect, Kindness, Equality and Courage Regulation Station-taking responsibility for our feelings and managing them Social skills- reminders of using manners Responsibility - this links to children’s responsibility of their own behaviours and of the things in their environments. We will use picture prompts, picture books, videos and discussion cards to aid this learning.
Art: This term we will be focussing on drawing. We will be building on our skills by looking at tonal shading, lightly sketching, shading to show light, shadow and to use different grade pencils to show tones and textures.		Music: This term we will be singing with untuned percussion. Following this, we will learn about rhythm (with notation), dotted rhythms, compound (skipping) time and 3-beat bar. When learning about pitch, we will sing songs with 3-5 pitches. We will be using hand signs and fingers to memorise the sound of five-note major scale.
French: This term in French, we will be exploring some of the most iconic landmarks in France, learning about their importance and cultural significance. We will practise counting from 1 to 10 in French, we will also begin to learn and use some general classroom instructions in French, helping us to understand and follow simple directions in the language while developing our confidence using them.		P.E. In Term 1, we will focus on developing and applying a range of multi-skills. We will develop their throwing and catching techniques using a variety of movements, as well as their ability to strike a ball with control, accuracy and power. We will also explore how to move into and create space, before combining these skills effectively in a range of game situations.
Thematic Curriculum		
Title	Prehistory Rocks!	



Big Question	Which age was best to live in: Bronze, Stone or Iron?	
Golden Thread	Understanding the World	
Prior Knowledge	In year two within Science, children explored the properties of different materials, learning how to compare these materials based on their key features. They also learn about sorting materials based on these key features. When learning about History the children learnt about key events and people beyond their living memory, focusing on 'The Great Fire of London'.	
Blurb overview	In this unit, the children will explore what constitutes 'prehistory'. They will explore life in the Stone age and how society changed through the Bronze Age and into the Iron Age. The children will be challenged to consider what drove this change and the impact they had on the people who lived at this time. Within Science, the children will learn to name and compare different types of rocks and learn how fossils are formed.	
Celebration of Learning	Visit to Pegwell Bay to look for fossils and different rock types. Visit from Monkton Nature Reserve to discuss fossils.	
Text Links	Stone Age Boy How to Wash a Woolly Mammoth	
Oracy End Point:	Talk Partner Focus Would it be better to live in the stone age, bronze age or the iron age? Would you rather hunt or gather?	Physical: To deliberately select gestures to support delivery of ideas Linguistic: To use specialist vocabulary Cognitive: Build on others' ideas Social: Begin to recognise different roles within group talk
Science		
Substantive Knowledge		Disciplinary Knowledge
• To know how to compare and group together different kinds of rocks based on their appearance and simple physical properties (e.g. metamorphic, igneous and sedimentary). • To know and be able to describe, in simple terms, how fossils are formed when things that have lived are trapped within rock. • To know that soils are made from rocks and organic matter. • To know how rocks, change over time. -To know about the work of past and present scientists: Past –Mary Anning Present - Dean Lomax		-recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables -identifying differences, similarities or changes related to simple scientific ideas and processes - talk about criteria for grouping, sorting and classifying; and use simple keys -reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions -use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences -recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations -Use specialist vocabulary e.g. speak like an archaeologist -Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'
History		



Substantive Knowledge		Disciplinary Knowledge	
• Know how Britain changed between the beginning of the stone age and the iron age • Know the main differences between the stone, bronze and iron ages • Know what is meant by ‘hunter-gatherers’ • To know the main features of the Stone, Bronze and Iron Age. • To know that the past can be divided into periods. • To know the meaning of ancient and civilization. • To know about the achievements of one of the earliest civilizations.		• To know how to describe similarities and differences between people, events and objects, as time changes. • To know that we can compare now with a period in the past. • To know and use the dates of significant events through pre-history. • To know how to place the times studied on a timeline. • To know that a timeline can be divided into BCE and CE. • To know how to sequence several events or artefacts. • To know that a timeline can be used to place periods studied in order. • To know that there are similarities and differences between specific periods of history studied	
Cultural Capital			
Cultural Knowledge: To explore the work of Mary Anning and to know about an ancient civilisation.			
Cultural Experience: Fossil hunt within our local area.			
Weekly Overview			
Week 1 (2 days) PSHE	Lesson 1 and 2 - PSHE - We will be learning all about our new Culture Policy we will be understanding and completing activities to support our understanding.		
Week 2 PSHE	We will start each of our PSHE lessons this week with a Thrive starter, that will encourage us to explore and enjoy diversity, difference and acquiring new skills. Lesson 1 – PSHE - We will recap our knowledge of our class Regulation Station and how we can use it to help us and those around us. Lesson 2 – PSHE - We will discuss the importance of social skills and how we can use and develop them. We will be focusing on using good manners and greeting people appropriately. Lesson 3 - PSHE - We will discuss what it means to be responsible and how we can take responsibility for our actions and the things in our environments.		
Week 3	Lesson 1 – History – I am learning to know significant achievements about The Stone Age – In this lesson we will be exploring what is British Prehistory and when did it happen. We will place the Stone Age on a timeline and compare by making a link to Fire Fire! (1666) and living memory (grandparents) showing the huge difference in time. In this lesson we will be exploring Palaeolithic, Mesolithic and Neolithic. The children will order these eras on a timeline to show the stone age and how it developed over time. Lesson 2 – Science - What are rocks and how can they be grouped? -I am learning to know how to compare and group together different kinds of rocks based on their appearance and simple physical properties – In this lesson, we will be exploring metamorphic, igneous and sedimentary rocks. We will be learning about the rock properties and categorising them on this information. Lesson 3 – Science – I am learning to know how rocks are formed – We will explore the different properties of rocks and how they are formed (igneous, metamorphoc and sedimentary). We will be using chocolate to show these different processes.		



Week 4	Lesson 1 – Science – How are fossils made? We will explore how fossils are formed by things getting trapped in sediment which then turns to rock by making our very own fossils. We will also learn about Mary Anning and Dean Lomax. Lesson 2 – Science – What is soil and how it is formed? We will explore what soil is and how it is formed by investigating by using magnifying glasses and record our findings on an observation sheet. Lesson 3 – Science – Is soil alive? We will revisit what soil is and then we will explore what lives in soil.
Week 5	Lesson 1 – History – I am learning to know the differences in culture throughout this period - Are there differences in culture throughout this period? What were the people living at this time like? Introduce hunter-gatherer term. Children to know the differences between the lives of rich and poor people. Lesson 1 – History – I am learning to know the challenges of living at that time - Consider the challenges of living at that time and what resources would be available to you. Lesson 3 – History – I am learning to know about prehistoric farming - Explore the introduction of farming in this period and the impact this has had on the world. Compare farming methods from each prehistoric period and with today.
Week 6	Lesson 1 – History - I am learning to sequence several events or artefacts – In this lesson, we will be exploring how culture has changed throughout the Stone, Bronze and Iron Age focusing on ceramics. Today will we be sequencing ceramics using our knowledge of how ceramics have changed over the Stone Age. Lesson 2 – History - I am learning to know the main differences between the Stone, Bronze and Iron Ages. In this lesson, we will be exploring how culture has changed throughout the Stone, Bronze and Iron Age focusing on artistic expression when looking at jewellery and art. We will be focusing on colour and what material it is created from and how this differs through the eras. To show our understanding, we will create Neolithic Cave Art which focuses on natural colours which would have been created through natural materials. Lesson 3 – History - I am learning to know the main differences between the Stone, Bronze and Iron Ages. In this lesson, we will be exploring how culture has changed throughout the Stone, Bronze and Iron Age focusing on technology. We will explore how technology of weapons has differed across the eras and how this made a positive impact.
Week 7	Lesson 1 – History - TRIP AM – To celebrate our learning of Prehistory, we will be going on a fossil hunt and explore different rocks at Pegwell Bay. Lesson 2 – History - Oracy focus – We will present our findings from our trip, considering the differences between hunters and gatherers and the implications for their lifestyles. Lesson 3 – End of Unit Quiz.
Week 8 RE	Lesson 1 – RE – I am learning to explore the meaning of signs and symbols – In this lesson, we will explore signs and symbols and what they represent. We will explore everyday signs and symbols but also religious symbols. Lesson 2 – RE - I am learning to find out how symbolic food can be used to remember important events – In this lesson, we will be exploring the Jewish Seder plate that is used during the Passover celebration. We will be discussing the seven symbols of the Seder plate and what the food symbolises. Lesson 3 – RE – I am learning to be able to explore and interpret religious metaphors – In this lesson, we will be looking at religious metaphors and come up with symbols to represent those for example God is the light of the world and God is my rock.