

Art and Design

Art: Looking at prehistoric cave paintings

Creating our own cave paintings to show an event that has happened.

DT: Find out about the materials used for objects in pre-historic times. Compare them to materials used today

Geography

United Kingdom:
Pre-historic Settlements

Counties

Land Use

Map Skills

History

Changes in Britain from the Stone Age to the Iron Age

Literacy

Building our vocabulary as we describe characters and settings.

Making inferences about characters that we read.

Writing poems inspired by Michael Rosen.

Year 3: Autumn

What did prehistoric people yabba dabba do?

PSHE

To show adaptability.

Develop a healthy self-concept.

Maintaining healthy relationships.

To demonstrate self-regulation.

To develop leadership skills.

Music

Understand what pitch is.

Read musical notation through the glockenspiel.

Computing

Use Twitter, Purple Mash or Facebook to ask the online community for feedback on cave paintings.

Maths

Place value of three digit number (hundreds, tens, ones)

Compare and order numbers up to 1000

Addition and subtraction using formal written method

Multiplication and division using formal written method

Science

Different types of rocks and fossils

Uses of everyday materials in prehistoric times

Nutritional needs of animals, including humans

Skeletons and muscles

Year 3 Autumn: What did prehistoric people yabba dabba do?

Literacy

Writing

Planning

- ✓ Discuss writing similar to that which they are planning to write to learn from its structure, vocab and grammar.
- ✓ Begin to record ideas to inform own compositions (i.e. in the jotter/magpie books).

Draft and Write

- ✓ Composing and rehearsing sentences orally (including dialogue) and reflecting on vocabulary choices for effectiveness of achieving purpose.
- ✓ Begin to structure paragraphs around a theme/topic.
- ✓ In narratives, create and describe settings and characters and devise plots through:
- ✓ Innovating on shared vocabulary choices that suit purpose.
- ✓ Using expanded noun phrases and preposition phrases e.g. *On her face, she had spots.*
- ✓ Using inverted commas to indicate direct speech.
- ✓ Describing characters in terms of appearance.
- ✓ Creating a simple beginning, middle and end.

Evaluate & Edit

- ✓ Assess the effectiveness of own writing and others suggesting improvements.
- ✓ Propose changes to grammar and vocabulary to improve consistency.
- ✓ Proof-read for spelling and punctuation errors.

Grammar

Revising any needed Y1/Y2 knowledge, pupils in Y3 need to also be able to know, identify, use:

- ✓ preposition,
- ✓ conjunction,
- ✓ word family
- ✓ prefix and suffix
- ✓ phrase, clause and subordinate clause
- ✓ direct speech and inverted commas.
- ✓ consonant, consonant letter vowel, vowel letter

Reading

- ✓ Identify how language contributes to meaning
- ✓ Retell some fairy tales or traditional tales orally.
- ✓ Discuss words that capture the reader's interest.
- ✓ Infer feelings, thoughts & motives of characters and link to the text using simple evidence.
- ✓ Read own writing aloud using appropriate intonation, tone and volume.
- ✓ Use age-appropriate dictionaries to check the meaning of words.
- ✓ Perform poetry aloud using volume and action.
- ✓ Retrieve key information from non-fiction.
- ✓ Apply some of their growing knowledge of root words, prefixes and suffixes to read aloud and understand new words.
- ✓ Identify conventions of stories and basic themes.
- ✓ Discuss a wide range of fiction, poetry, plays, non-fiction (ongoing)
- ✓ Prepare poems to read aloud and perform, using intonation.
- ✓ Recognise different poetic forms

Key vocabulary: Inference, deduction, intonation, dialogue, non-fiction, preposition, phrase, clause, conjunction, consonant, vowel, inverted commas/speech marks

Mathematics

Number and Algebra

- ✓ Recognize 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
- ✓ Solve number problems and practical problems involving these ideas
- ✓ Add and subtract numbers mentally, including:
 - ✓ Three-digit number and ones
 - ✓ Three-digit number and tens
 - ✓ Three-digit number and hundreds
- ✓ Add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction
- ✓ **Estimate** the answer to a calculation and use **inverse** operations to check answers
- ✓ Solve problems, including missing number problems, using number facts, **place value** and more complex addition and subtraction
- ✓ Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for 2-digit numbers times one digit numbers, using mental and progressing to **formal written methods**

Essential Knowledge

- ✓ Read and write numbers up to 1000 in **numerals (920, 921, 922...)** and in **words (nine-hundred and twenty-two)**
- ✓ Recall multiplication and division facts for the 3, 4 and 8 multiplication tables

3 timestable	4 timestable	8 timestable
1 x 3 = 3	1 x 4 = 4	1 x 8 = 8
2 x 3 = 6	2 x 4 = 8	2 x 8 = 16
3 x 3 = 9	3 x 4 = 12	3 x 8 = 24
4 x 3 = 12	4 x 4 = 16	4 x 8 = 32
5 x 3 = 15	5 x 4 = 20	5 x 8 = 40
6 x 3 = 18	6 x 4 = 24	6 x 8 = 48
7 x 3 = 21	7 x 4 = 28	7 x 8 = 56
8 x 3 = 24	8 x 4 = 32	8 x 8 = 64
9 x 3 = 27	9 x 4 = 36	9 x 8 = 72
10 x 3 = 30	10 x 4 = 40	10 x 8 = 80
11 x 3 = 33	11 x 4 = 44	11 x 8 = 88
12 x 3 = 36	12 x 4 = 48	12 x 8 = 96

Key vocabulary: digit, number, numeral, place value (hundreds, tens and ones), column addition, column subtraction, estimate, inverse

Year 3 Autumn: What did prehistoric people yabba dabba do?

<p>Geography</p> <p><u>Locations</u></p> <ul style="list-style-type: none"> ✓ Locate counties and cities of the U.K and their identifying human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time <p>Key vocabulary: county, city, settlement, land-use, nomadic, village</p> <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> ✓ Use geographical vocabulary <p>Key human vocabulary: hill-fort, farm</p> <p>Key physical vocabulary: valley, hill</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ✓ use the points of a compass, symbols and keys to build their knowledge of the United Kingdom and the wider world 	<p>Science</p> <p><u>Rocks</u></p> <ul style="list-style-type: none"> ✓ Compare and group different rocks based on their appearance and simple physical properties ✓ Describe how fossils were formed ✓ Investigate how rocks were used in prehistoric times – linked to DT <p>Key vocabulary: igneous, sedimentary, metamorphic, erosion, grains, crystals, permeable, impermeable, fossils: body, trace, cast, mould</p> <p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> ✓ Explore and evaluate uses of materials in history – link to DT ✓ Compare and contrast the materials used in prehistoric and modern times, as well as the reasons why <p>Key vocabulary: transparent, opaque, durable, waterproof, absorbent, flexible</p> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> ✓ Explore the nutritional needs of various animals, including humans ✓ Identify that humans and some other animals have skeletons and muscles for support, protection and movement ✓ Compare and contrast animals, including humans from prehistoric times to present <p>Key vocabulary: nutrition, carbohydrates, fats, protein, vitamins, minerals, water, fibre, vertebrate, invertebrate, skull, spine, pelvis, ribs, femur, knee, ankle</p>	<p>DT</p> <p><u>Research:</u></p> <ul style="list-style-type: none"> ✓ Find out about materials that were typically used in pre-historic times. Find out about: Weapons, Household objects, Pottery, Fashion. ✓ Find out the processes by which the materials were made into objects. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> ✓ Compare the suitability of the materials used in pre-historic times, to materials used today. <p>Key vocabulary: materials, wood, metal, rock, pre-historic, product, suitable, invention</p>
<p>History</p> <p><u>Chronology of events</u></p> <ul style="list-style-type: none"> ✓ Timeline detailing the changes to the local area from the Stone Age to the Iron Age <p>Key vocabulary: prehistoric, BC, Stone Age, Bronze Age, Iron Age, megalithic, monuments, ceremonial, agricultural, crops, hunter-gatherers, religion, archaeologists, tribal kingdoms, Neolithic, tools, weaponry</p> <p><u>Comparing and contrasting periods and happenings</u></p> <ul style="list-style-type: none"> ✓ Analyse drawings, artefacts and maps from the past ✓ Identify and explore similarities and differences between these time periods <p>Key vocabulary: artefacts, archaeology, Stonehenge, pottery, smelted, copper, bronze, tin</p> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> ✓ Discuss how the past has influenced the present and how the present will shape the future <p>Key vocabulary: development, advancements</p> <p><u>Cause and effect</u></p> <ul style="list-style-type: none"> ✓ Draw conclusions as to why change has happened <p>Key vocabulary: question words “who, what, why, when, where, how”</p> <p><u>Historical enquiry and forming conclusions from a variety of sources</u></p> <ul style="list-style-type: none"> ✓ Examine the importance of archaeological discoveries ✓ Debate how forming of such monuments like Stonehenge could have happened ✓ Analyse how important this time period was – is it considered to be more important to Britain compared to other regions? <p>Key vocabulary: ceremonial, cemetery, hypothesis</p>	<p>Art</p> <p><u>Media:</u> Printing</p> <p><u>Appreciation:</u></p> <p><u>Artist:</u> Pablo Picasso</p> <ul style="list-style-type: none"> ✓ To describe how a piece of art makes you feel giving reasons ✓ To create art work in the same style as an artist <p><u>Skills:</u></p> <p><u>Exploring and developing ideas:</u></p> <ul style="list-style-type: none"> ✓ To explore cutting techniques using lino ✓ To explore layering colours using lino press block <p><u>Investigating and making art:</u></p> <ul style="list-style-type: none"> ✓ To design a complex pattern made up of 2 or more motifs ✓ To print a tiled version <p><u>Evaluating and developing art:</u></p> <ul style="list-style-type: none"> ✓ Identify similarities and differences between own work and others ✓ To identify aspects that could be improved and suggest solutions <p>Key vocabulary: Soft cut lino, cutting tools, reversed, positive print, negative print, trace, design, cut, print</p>	<p>Computing</p> <p><u>Computer Science - Networks</u></p> <ul style="list-style-type: none"> ✓ Create binary numbers for characters ✓ Decipher binary numbers to characters <p><u>Information Technology – Using a range of software</u></p> <ul style="list-style-type: none"> ✓ Record and upload image ✓ Navigate website for information <p>Key vocabulary: Binary, Ascii, Decipher, Place value, Identify, Commands, Code</p>
<p>MFL</p> <p><u>Oracy</u></p> <ul style="list-style-type: none"> ✓ Listen and respond to simple rhymes, stories and songs ✓ Listen attentively and understand instructions, everyday classroom language and praise words <p><u>Literacy</u></p> <ul style="list-style-type: none"> ✓ Recognise some familiar words in written form <p><u>Intercultural understanding</u></p> <ul style="list-style-type: none"> ✓ Learn about the different languages spoken by children in the school ✓ Locate country/countries where the language is spoken <p>Key vocabulary: See homework Books for full list of vocabulary and translations.</p>	<p>Outdoor Learning</p> <p><u>Research</u></p> <ul style="list-style-type: none"> ✓ Which foods/ recipes can be cooked on a fire and what resources would be needed ✓ Fire safety techniques and learn what safety equipment will be needed ✓ Pre-historic weapons <p><u>Design</u></p> <ul style="list-style-type: none"> ✓ Create a fire safety information leaflet to show understanding of the rules ✓ Design a weapon which can be made from natural resources <p><u>Create/ Evaluate</u></p> <ul style="list-style-type: none"> ✓ As a team, create a fire safely ✓ Make the weapon you have designed using natural resources from the environment. <p>Key vocabulary: fire, safety, gloves, boundary, kindling, rules, wood, sticks, teamwork, fire pit, oxygen, heat, fuel, fire triangle, kneel, pre-historic, weapon</p>	<p>PE</p> <ul style="list-style-type: none"> ✓ Health, Fitness & Wellbeing – Circuits ✓ Control/Pass & Receive/Target – Football ✓ Catching/Throwing/Agility – Tag Rugby ✓ Catching/Throwing/Target/Strategy – Netball <p>PSHE</p> <p><u>Relationships</u></p> <ul style="list-style-type: none"> ✓ Feelings and emotions ✓ Healthy Relationships ✓ Valuing difference <p>Key vocabulary: empathy, positive relationships, consequences, acceptable/unacceptable physical contact, personal safety, confidentiality, collaboration, dispute, compromise, aggression</p>
		<p>RE</p> <p><u>Hinduism</u></p> <ul style="list-style-type: none"> ✓ Learn the stories of Diwali ✓ Explore the arts and foods of the celebration ✓ Understand why is it important to Hindus <p><u>Judaism</u></p> <ul style="list-style-type: none"> ✓ Learn about Bar and Bat Mitzvahs ✓ Understand the importance of the ceremony to Jewish people <p>Key vocabulary: Diwali, Rama, Sita, Ravana, Lakshmi, Hanuman, diva, Rangoli, menghi, Bar Mitzvah, Bat Mitzvah, commitment, ceremony</p>
		<p>Music</p> <p><u>Appreciate</u></p> <ul style="list-style-type: none"> ✓ Listen and respond to Saints Saens ‘The Carnival of the Animals’ - Fossils. ✓ Understand how to find pitch in natural objects (water in bottles, different size stones, different materials). <p><u>Play, Sing and Create</u></p> <ul style="list-style-type: none"> ✓ Learn to read musical notation through learning to play the glockenspiel. <p>Key vocabulary: Pitch, glockenspiel, lithophone xylophone, minim, crochet, semibreve, stave, rest</p>



What did prehistoric people yabba dabba do?

History

Stone Age - Mesolithic Life and Neolithic Life

13,000BC



People make cave paintings.

4,500-3,500BC



Farming starts and begins to spread.

Bronze Age

4,500-3,500BC



The first pottery is made and used.

4,000-3,000BC



People start to ride and use horses.

2,500BC



Metal starts to be used.

1,800BC



The first copper mines are dug.

1,200-800BC



Metal tools are made and used.

1,200-800BC



Tribal Kingdoms and Celtic culture.

Iron Age

800-700BC



The first hill forts are made.

700-500BC



Iron is used a lot more than before.

100BC



Coins are made and used for the first time.

AD43



The Romans invade Britain - Iron Age ends.

Science

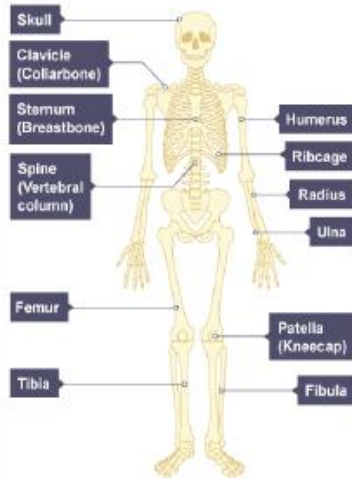
Igneous



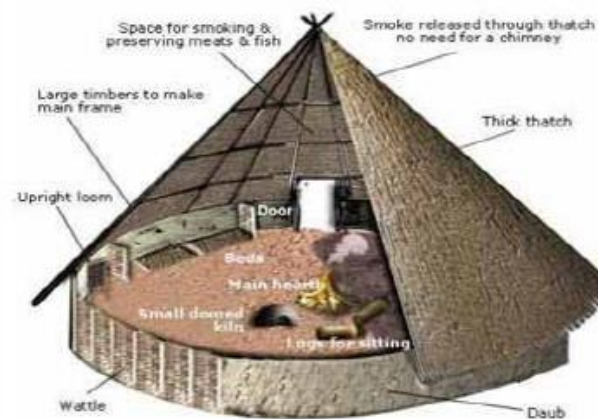
Sedimentary



Metamorphic



Geography



Key Vocabulary

Stone Age (History) — When the first humans began to live in Europe. They used stones as tools.

Iron Age (History) — Humans now used iron to make tools and farmed land instead of hunting. They lived in communities.

Bronze Age (History) — In this era, metals were used to make hunting tools. Humans also began to farm land.

Igneous (Science) — This rock type is formed by melted rock that has cooled and solidified/

Metamorphic (Science) — This rock type transforms rocks into new kinds using extreme heat and pressure.

Sedimentary (Science) — This rock type is formed on the surface of the earth by layering sediments pressing together.

Settlement—A place where a group of people live together in many building.

Archaeologist (History) — Person who learns about the past by digging up artefacts and studying them.

Nomadic (History) — Travels from place to place,