



Year Group: 3

Term: Autumn 21

Essential Question

How does the past change the future?

Authentic Outcome

Dragon's Den event - present our product for change

Driving Text

Stig of the dump
George's marvellous medicine.

Mini Outcomes

Timeline of stone age - iron age. Understanding of how things have changed/been invented over time.
DT - Labelled final design of creative product to use in dragons den design board.
Persuasive text to support them in final outcome in selling their product in dragons den.

Experts, Trips, Experiences & Making Community Links

We will be visited by experts from portals to the past

Key Vocabulary

History –Cave,Stone-age tools, Iron age, Bronze age, settlement, Skara Brae, Stonehenge, timeline, houses

Geog – Settlement, agriculture, rock, soils, erosion

Science - ROCKS/SOILS - crystals, extinct, fossil, hunus, igneous, impermeable, Magma, metamorphic, mineral, palaeontology, palaeontologist, permeable, rock, sediment, sedimentary, soil

LIGHT - dull, light, mirror, light source, opaque, reflect, shadow, shiny, translucent, transparent

Music - Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody

RE

home, love, family, difference, respect, joys, sorrows, community, family

Maths – number, numeral, zero, one, two, three ... twenty teens numbers, eleven, twelve ... twenty, twenty-one, twenty-two ... one hundred, two hundred ... one thousand , none, how many ...? count, count (up) to, count on (from, to), count back (from, to) forwards, backwards, count in ones, twos, fives, tens, threes, fours, eights, fifties and so on to hundreds, equal to, equivalent to, is the same as, more, less, most, least, tally, many, odd, even, multiple of, factor of, sequence, continue, predict, few, pattern, pair, rule, relationship, > greater than, < less than, Roman numerals, addition, add, more, and, make, sum, total, altogether, double, near double, half, halve, one more, two more ... ten more ... one hundred more, how many more to make ...? how many more is ... than ...? how much more is ...? subtract, take away, multiplication, multiply, multiplied by, multiple, factor, groups of, times, product, once, twice, three times ... ten times, repeated addition, division, dividing, divide, divided by, divided into, left, left over, remainder, grouping, sharing, share, share equally, one each, two each, three each ... ten each, group in pairs, threes ... tens, equal groups of, doubling, halving, array

Computing – Communication, email, compose, send, CC, Attachment, formatting, report to the teacher, password, address book, save to draft

Technology

Visit Wow room: Bear cave theme to write diary entry for stone age boy. Fire theme for cave painting lesson

Immersive Environment

Stonehenge backdrop, animal fur hanging on walls, tools and weapons from all 3 periods of time hanging from ceiling, cave area with scrunched up brown paper for walls.

Outcomes for this Term/National Curriculum Links and Coverage

Maths	REAL Project		RE & Other Subjects <i>(taught discretely)</i>
	English	Foundation Subjects	
<p>Number and Place Value</p> <p>Represent numbers to 100</p> <p>Tens and ones using addition</p> <p>Hundreds</p> <p>Represent numbers to 1,000</p> <p>100s, 10s and 1s (1)</p> <p>100s, 10s and 1s (2)</p> <p>Number line to 1,000</p> <p>Find 1, 10, 100 more or less than a given number</p> <p>Compare objects to 1,000</p> <p>Compare numbers to 1,000</p> <p>Order numbers</p> <p>Count in 50s</p> <p>Addition and Subtraction</p> <p>Add and subtract multiples of 100</p> <p>Add and subtract 1s</p> <p>Add and subtract 3-digit and 1-digit numbers – not crossing 10</p> <p>Add a 2-digit and 1-digit number - crossing 10</p> <p>Add 3-digit and 1-digit numbers – crossing 10</p> <p>Subtract a 1-digit number from 2-digits - crossing 10</p> <p>Subtract a 1-digit number from a 3-digit number – crossing 10</p> <p>Add and subtract 3-digit and 2-digit numbers – not crossing 100</p> <p>Add 3-digit and 2-digit numbers – crossing 100</p> <p>Subtract a 2-digit number from a 3-digit number – crossing 100</p> <p>Add and subtract 100s</p> <p>Spot the pattern – making it explicit</p> <p>Add two 2-digit numbers - crossing 10 - add ones & add tens</p> <p>Subtract a 2-digit number from a 2-digit number - crossing 10</p>	<p>Writing</p> <ul style="list-style-type: none"> plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar plan writing by discussing and recording ideas draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<u>English Appendix 2</u>) draft and write by organising paragraphs around a theme draft and write by in narratives, creating settings, characters and plot draft and write by in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although y2 conjunctions need to be revisited. Subordination (using when if that because) and coordination (and so but) y2 expanded noun phrases needs to be revisited Y2 correct and consistent use of present and past tense needs to be revisited. Y2 commas in lists needs to be revisited y2 use of capital letters, full stops, question marks and exclamation marks to demarcate sentences using conjunctions, adverbs and prepositions to express time and cause Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>] Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, 	<p>History</p> <ul style="list-style-type: none"> Order events over a larger timescale pose own questions to gain an understanding of the topic question why something happened and how it impacted on people identify and explain change and continuity within and across periods changes in Britain from the Stone Age to the Iron Age <p>This could include:</p> <ul style="list-style-type: none"> 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 <p>Geography</p> <p>This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <ul style="list-style-type: none"> describe and understand key aspects of human geography, including: types of settlement and land use <p><i>Ask research and explain - why did the stone age civilization and the iron age settlers choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today?</i></p> <p>Science</p> <p>Rocks and Soils</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter <p>Design & Technology</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals 	<p>RE</p> <p>Domestic Church - Family</p> <ul style="list-style-type: none"> Joys and sorrows of being a family at home God's vision for every family <p>Baptism/Confirmation - Belonging</p> <ul style="list-style-type: none"> Belonging to a group Involves promises and rules Know the meaning of promises made at Baptism <p>Computing</p> <p>2Email</p> <ul style="list-style-type: none"> open received emails and save attachments to the appropriate place choose recipient, forward and add attachments to an email. Save an email to draft and retrieve it before sending it. <p>Music</p> <p>Charanga Three Little Birds - Year 3 unit 1</p> <p>MFL - Spanish</p> <p>Taught by Senorita Worrall</p> <p>PE</p> <p>Invasion games Gymnastics</p> <p>Science</p> <p>Light</p> <ul style="list-style-type: none"> 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

- Add and subtract a 2-digit and 3-digit numbers – not crossing 10 or 100
- Add a 2-digit and 3-digit numbers – crossing 10 or 100
- Subtract a 2-digit number from a 3-digit number – crossing 10 or 100
- Add two 3-digit numbers – not crossing 10 or 100
- Add two 3-digit numbers – crossing 10 or 100
- Subtract a 3-digit number from a 3-digit number – no exchange
- Subtract a 3-digit number from a 3-digit number – exchange
- Estimate answers to calculations
- Check answers

Multiplication and Division

- Multiplication – equal groups
- Multiplication using the symbol
- Using arrays
- 2 times-table
- 5 times-table
- Make equal groups - sharing
- Make equal groups - grouping
- Divide by 2
- Divide by 5
- Divide by 10
- Multiply by 3
- Divide by 3
- The 3 times table
- Multiply by 4
- Divide by 4
- The 4 times table
- Multiply by 8
- Divide by 8
- The 8 times table

while, so, because], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

- Introduction to paragraphs as a way to group related material

Spelling

- use further prefixes and suffixes and understand how to add them
- spell words that are often misspelt (English Appendix 1)
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far
- The /n/ sound spelt ou
- The /i/ sound spelt y elsewhere than at the end of words
- Words with endings sounding like /zə/ or /tʃə/ (–sure / –ture)
- prefixes:e.g. dis–, mis– , re–
- Adding suffixes beginning with vowel letters to words of more than one syllable

Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world

PHSE

ROAR
4 Lessons on mental health well- being and resilience

Jigsaw block 2
Celebrating Difference