Through the Ages! – Year 3: Autumn 2023

C360*



| Alumnis Alumnis | | | |
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| G E M ^b Multi-Academy Trust Academic | | | |
| Maths | English | History | |
| In maths, the first unit we will be looking at is place | In English, the children will be learning about how to | As this is a history led topic, the children will cover the | |
| value. Children in Year 3 will develop their knowledge of | write an exciting narrative piece. We will be using 'The Stone Age Boy' as the class reader and the starting | following objectives from the National Curriculum: | |
| the numbers system up to 1,000. They will practise | point for their written work. They will also explore | Describe the changes in Britain between the Stone Age | |
| partitioning, comparing and ordering numbers up to 1,000. | poetry which focuses on different animals. The children will create a poem focused on an animal from | and Iron Age (relating to the key concepts) I | |
| The second unit is addition and subtraction and children | The Stone Age. | Explain what life in the Stone Age, Bronze Age and Iron | |
| will build on their previous experience of the formal | The Stone Age. | Age Britain was like. | |
| methods of addition and subtraction, to be able to add | In the second half of term, the children will create a | | |
| and subtract a 2 digit and 3 digit number. | factfile about different settlements through The Stone Age to the Iron Age using the knowledge they have | | |
| | gained so far. They will also be exploring character | | |
| The last unit is multiplication and division. In this unit, | description - how can we make our characters come to | | |
| the children will recap their 2, 5 and 10 timestable and | life? | | |
| practise multiplying and dividing by 3, 4 and 8. | | | |
| Geography | Art | Music | |
| | In art, children will create pieces inspired by our | The children will explore the use of tuned instruments as | |
| In the second half of the Autumn Term, Children will | Geography and History topic as well as linking with | well as developing their singing and percussion skills. They | |
| switch from History to Geography. They will continue to | literacy texts. This term will introduce focus on | will also learn songs for both the harvest festival and the | |
| use maps, atlases, globes and digital/computer mapping | drawing. The children will be exposed to and discuss | remembrance service both being held at the Church | |
| to locate countries. | artists and create some of their own work inspired by | | |
| Throughout the Ages, there were various settlements | these artists. | | |
| which we will be exploring further. | Design Technology | | |
| | The children will learn new skills in D&T, we will be | | |
| | learning about a healthy, varied diet. | | |

| Science | RE | PE |
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| During the Autumn term your child will be investigating Rocks. | During the Autumn term your child will be learning about what Christians learn from the creation story? Children will | This term, his focus will be learning new skills for Cricket, Tennis and Swimming. |
| We will be looking at: | be able to describe how and why Christians might pray to | |
| comparing and grouping together different kinds of rocks on the basis of their appearance and simple physical properties. describing, using simple terms, how fossils are formed when things that have lived are trapped within rock. recognising that soils are made from rock and organic matter. In the second half of Autumn term, children will be investigating Light. We will be looking at: we need light in order to see things and that dark is the absence of light Light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect your eyes. Recognise that shadows are formed when light from a source is blocked by an opaque object. Find patterns in the way that the shadows change. | God, say sorry and ask for forgiveness and Place the concepts of God and Creation on a timeline of the Bible's 'big story'. In the second half of Autumn term, your child will be learning about what it is like for someone to follow God? Children will be able to make links between the story of Noah and the idea of covenant and promises that Christians make at a wedding ceremony. PSHE This term children will focus on two topics -me and my relationships and valuing difference. During the term we will look at our feelings, what it means to be a good friend, healthy friendships and conflict resolution. We also explore differences and similarities in people and learn how to have self-respect but also how to respect others. | Computing During the Autumn term, our initial focus is on inputs, processes, and outputs. We start to compare digital and non-digital devices, before introducing children to computer networks that include network infrastructure devices like routers and switches. In the second half of Autumn term, children will use a range of techniques to create a stop-frame animation using tablets. |
| Innovation | Character | Community |
| The children will be using innovative ways to engage with all areas of their learning. They will be exploring ways people have been innovative over time through history. Starting with the stone age and how innovation in the past has impacted on | Our curriculum focus this term is "Who we are" which links to our School Value of BELIEVE. The following Character Values will be covered in this term: Motivation , Citizenship, Creativity, Gratitude, Respect, | We will be engaging in lots of community events over this term. Harvest festival, different parent workshops, Christmas gift evening and Christmas Carol Service. We will also be looking at local and global community events |
| our lives today | Reflection, Determination, Resourcefulness They will be actively caught, recognised and celebrated in daily life both in and out of school; sought through opportunities across the whole curriculum and taught through our assemblies and character education. | such as beach clean and recycling week and looking at how we can have a positive impact on our local and global community. |