


Lowe's Wong Anglican/ Methodist Junior School

Topic Overview – Year 3

	Autumn 1 Objectives	Vocabulary
Topic	Tribal Tales	
Values	Thankfulness	
Enrichment (Visits and visitors)	Creswell Craggs	
English Quality text	Gorilla & The Tunnel by Anthony Browne Stone Age Boy by Satoshi Kitamura	
English Writing genres	Adventure stories Recounts	See English Progression document.
Maths	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) Compare and order numbers up to 1,000 Identify, represent and estimate numbers using different representations Read and write numbers up to 1,000 in numerals and in words Solve number problems and practical problems involving these ideas. <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Add and subtract numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s 	<p>We follow the White Rose Maths Scheme, as well as Fluency Bee in Year 3, and Mastering Number KS2 in Years 4, 5 and 6 to support children's mathematical fluency. Therefore, we use the mathematically accurate vocabulary exemplified in the White Rose Maths Schemes.</p>
Science	<p>Rocks and Fossils</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 <p>Working Scientifically</p>	<p>Rocks Fossils Igneous Sedimentary Metamorphic Human/ man-made Magma</p>

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	<ul style="list-style-type: none"> • making systematic and careful observations • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • using straightforward scientific evidence to answer questions or to support their findings • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations • recording findings using simple scientific language, drawings, labelled diagrams and tables 	<p style="text-align: center;">Lava Permeable/ Impermeable Hard Soft Properties Crust Limestone, Granite, Basalt, Sandstone, Chalk, Obsidian, Slate, Marble Mould/ cast/ trace fossils Palaeontology Erosion</p>
<p>History</p>	<p><u>Changes in Britain from the Stone Age to the Bronze Age</u></p> <ul style="list-style-type: none"> • What does prehistory mean? • Where in the world was the Stone Age? How can we find out about it? • What can we learn from Stone Age Cave Art? • What archaeological evidence has been found at Creswell? • What was it like at Creswell Crags in the Stone Age? • What kind of sources tell us about the Stone Age? What did we learn about Hunter-gatherers our visit? • How did farming change Stone Age life? What tools and weapons did they use? Where did they get food from? • What was life like in the Stone Age? What changed and what stayed the same? • Would I want to live in the Stone Age? • What can monuments tell us about the Prehistoric Age? • How did life change in the Bronze Age? How did people make bronze? 	<p style="text-align: center;">BC/AD; BCE/CE Archaeologist agriculture artefact Bronze Age chronology civilisation druid excavation farming flint harpoon hunter-gatherer Mesolithic Monument Neolithic Palaeolithic prehistoric settlement primary and secondary sources Stone Age tools tribe</p>

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Geography	<p><u>Settlements</u> – taught as part of History unit, Changes in Britain from Stone Age to Bronze Age</p> <ul style="list-style-type: none"> • Why did people visit/ live at Creswell? What physical geography made Creswell Crags a good place to visit in the Stone Age? How has land use changed over time? • Why and where did people migrate? 	Human and physical features migration settlement
Art and Design (artist)	<p><u>Cave Art</u></p> <ul style="list-style-type: none"> • Investigate - Stone Age Art around the world • Explore – Line drawing and Techniques using pastels • Create – Cave art representing animals • Reflect – Evaluate effectiveness of techniques, materials and final piece 	Blending Charcoal Cross-hatching Feathering Hatching Natural Ochre Pastel Shading Side strokes Strokes Texture
Design Technology	(Not taught in this topic)	
Computing	<p><u>LWJ desktop computer and server skills</u></p> <ul style="list-style-type: none"> • Rules of the computing suite • Turning computers on • Logging on • Using the mouse – left & right click • Using the keyboard • Develop typing skills • Creating, saving, retrieving files in 'Word' • Using spellcheck • Safe use of the internet to search for suitable images: words spelt correctly when searching, using 'KS2', 'children', 'year 3', 'kids' as search terms • Inserting images using screenshot from 'Word' • Logging off • Closing computers down safely 	See separate computing language document

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	Rising Stars – 'Switched on Online Safety' - Lesson 3.1: We are Year 3 rule writers	
RE	<p><u>Creation and the Fall</u></p> <ul style="list-style-type: none"> • think about the importance of things beginning. • understand Christian beliefs about Creation. • reflect on God's creation. • think about how we can care for God's creation. • consider who was to blame for the Fall. • reflect on the meaning of the story of Creation. 	<p>Creation Creator Genesis God The Fall Christian The Bible timeline Big Frieze (UC) Beliefs image Responsibility Care Free will opinion blame forgiveness</p>
RSHE/PSHE	<p><u>Being me in my world (Jigsaw Year 3, Piece 1)</u></p> <ul style="list-style-type: none"> • Getting to know each other • Nightmare school • Dream school • Rewards and consequences • Our Learning Charter • Owning our Learning Charter 	<p>Co-operate Emotions Feelings Fears Worries Solutions Support Rights Responsibilities Learning Charter Behaviour Rewards Consequences Actions</p>

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		<p style="text-align: center;">Fairness Choices Team work Welcome Valued Achievements Personal goal Praise Acknowledge Affirm</p>
PE	<p>Football</p> <ul style="list-style-type: none"> • Demonstrate changes of direction and speed • Use fundamentals of movement to employ simple tactics in varied environments • Compete in a team game, communicating with others and using tactics. <p>Gymnastics</p> <ul style="list-style-type: none"> • Hold balances for several seconds • Use a variety of techniques to travel between equipment • Copy, explore and create a gymnastic sequence using different levels, speeds, movements and balances. 	<p>Attacking, invasion game, ball control, dribbling, technique, toe taps, side-to-side taps, balance, control, direction, passing, receiving, possession, technique, balance, accuracy, impact, absorb, movement, direction.</p> <p>body shapes, combinations, contrasting, flow, sequence, balance, mirroring, copying, high, low, medium, suppleness, travel, strength, apparatus</p>
MFL Spanish	<p><u>Numbers to 10</u></p> <p><u>Speaking and listening</u></p> <ul style="list-style-type: none"> • Know how to pronounce grapheme – ie – ei –c = th in front of letter l and e • Recognise number of syllables in words • Watch mouth of speaker • Imitate pronunciation • Respond with single word or short phrase <p><u>Greetings</u></p> <p>Greetings, asking and saying how you are</p>	<p>Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez Sí, no</p>

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	<p><u>Speaking and listening</u></p> <ul style="list-style-type: none"> • Listen and respond to rhymes • Notice how accents change pronunciation • Participate in a short exchange <p><u>Reading and writing</u></p> <ul style="list-style-type: none"> • Notice how punctuation may vary between English and Spanish – e.g. upside down question mark • Write short introductory sentence <p><u>Classroom instructions</u></p> <p><u>Speaking and listening</u></p> <ul style="list-style-type: none"> • Enjoy making Spanish sounds and practising new letters – rr, j • Listen to and follow simple commands <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Introduction to gender un/una 	<p>Hola, buenos días, adiós ¿Qué tal ? Muy bien, bien, regular, mal</p> <p>¡Hola! Escuchad, mirad, sentaos, levantaos, repetid, venid aquí, silencio</p> <p>Un/una</p>
<p>Music (one class for half a term, then repeated with other class)</p>	<p><u>Ballads</u></p> <ul style="list-style-type: none"> • use musical vocabulary to explain the stylistic features of a ballad • explore how actions can impact performance • plan a musical structure inspired by a story • Create lyrics that match a melody • Show awareness of style, structure and features to perform a ballad • Evaluate a performance 	<p>Ballad Compose Dynamics Performance Structure Lyrics style</p>

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