



Year Three

Autumn 1

The Stone Age



English

Our class text this half term is 'The Chronicles of Narnia' by C.S Lewis. This is an enthralling portal story about children who find themselves in a magical land. Even though the text is quite long, the short chapters allows us to model fluency, accuracy and expression along with an opportunity to discuss classical vocabulary which is used throughout.

In our English lessons we will begin by focusing on setting description. The model text that we will be learning is called 'Elf Road'. This is a portal story which children will learn off by heart along with actions and story map. We will explore similar texts and their features focusing particularly on noun phrases, prepositions and coordinating conjunctions. We will then apply this to a choice of settings which can be used in independent pieces. The children will develop more consistency in writing in the past tense, using time connectives and work around pronouns.

We will also be exploring persuasion with a focus on leaflets. Children will learn a text called Hawks Ridge Farm which can then be innovated to suit the challenge in class. Children will create a persuasive leaflet for an attraction.

We will be consolidating spelling rules and developing a greater understanding of suffixes. At the start of the term, we will be introducing our daily Vocabulary Ninja initiative and learning the shinobi words. Children will be recording words and sentences in our new vocabulary books. Don't forget to ask your child what their word of the day is!

Science

In science, children will be learning all about rocks. Children will learn that rock is a naturally occurring material. There are different types of rock e.g. sandstone, limestone, slate etc. which have different properties. Rocks can be hard or soft. They have different sizes of grain or crystal. They may absorb

Mathematics

Our main focus for this term is place value (Unit 1 Power Maths). This unit is important as it explores 3-digit numbers in depth. For many children, it will be the first time they have met these numbers. This work builds on the place value work that they did in Year 2 and they will extend many of the models and images that they have used previously.

Children begin with learning how to count in 100s. They will learn that a 3-digit number is made up of some 100s, 10s and 1s and they will be able to represent this in many ways (for example, on a place value grid with counters or in a part-whole model). They will extend the number line to 1,000 and know where different numbers lie. They will compare and order 3-digit numbers as well as count in 50s. This unit underpins a lot of the subsequent work this year and it is essential that children gain a solid understanding of the key concepts within this unit.

Following on from Unit 1, children will be working on addition and subtraction. This unit is important because it builds key concepts in addition and subtraction on the strong foundation of place value from Unit 1. Children explore additions and subtractions gradually, beginning with adding and subtracting 1s, until by the end of the unit they are adding and subtracting 2-digit numbers. This unit prepares children to understand these calculations in formal methods, though the focus is on making decisions regarding the parts and wholes of numbers and on justifying the accuracy of mental methods where appropriate.

Vocabulary

hundreds (100s), tens (10s), ones (1s) place value more, less greater than (>), order, compare digit, one thousand part-whole model, place value grid, number line estimate, halfway, exchange taller, tallest, longest, shortest, greatest, smallest, most, least, fewest add, addition subtract, subtraction, take away, difference exchange, pattern, variation, column method, mental method, part-whole model, number line total, altogether, calculations, regroup, partition, solutions

History

As the Stone Age is our topic this half term, our history focus will be around this. The children will develop an awareness of the past and explore a timeline of events particularly focusing on life in the Stone Age. They will be taught about changes across the three periods within the Stone Age which includes the

<p>water. Rocks can be different shapes and sizes (stones, pebbles, boulders). Soils are made up of pieces of ground down rock which may be mixed with plant and animal material (organic matter). The type of rock, size of rock pieces and the amount of organic matter affect the property of the soil. Some rocks contain fossils. Fossils were formed millions of years ago. When plants and animals died, they fell to the seabed. They became covered and squashed by other material. Over time the dissolving animal and plant matter is replaced by minerals from the water.</p> <p><u>Vocabulary</u></p> <p>Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil</p>	<p>Palaeolithic, Mesolithic and Neolithic. We will be paying particular attention to the Neolithic period as they began to settle and live in small groups. They will look at early farming and how people found food during this time period. Children will be learning more about a Stone Age Settlement called Skara Brae. They will find out more about the past from the artefacts which have been found at this site. The children will be visiting Creswell Crags where they can learn more about life in this time period.</p> <p>archaeologists: people who study the past by examining remains and objects ancestors: relatives from long ago consequence: result or effect nomadic: travelling from place to place communal: shared by a group of people historical sources: things that give information about the past migrate: move from one place to another</p>
<p><u>Art/Design & Technology</u></p> <p>Where possible, our art will link to topic as the children explore Stone Age cave paintings. Following on from this, children will be recording shapes and lines with some degree of accuracy from observation of stone age sites. Children will record differences in texture, tone, colour shape and pattern by looking closely at a range of images.</p> <p>Children will be experimenting with different grades of pencil to begin to make objects look 3 dimensional. They will be reviewing and refining drawings in sketchbooks to improve before working on a sustained piece of Stone Henge.</p> <p>In design and technology, we will be making healthy fruit kebabs which links to the teaching within science. Children will be learning how to use equipment safely and how to follow hygiene routines.</p>	<p><u>Physical Education</u></p> <p>In P.E we will be using our P.E scheme, real P.E, to develop coordination skills and continue to develop balance. During these sessions they will also develop personal skills around perseverance and resilience. We will also be developing gymnastic skills through the RealGym scheme. Children will be learning a range of balances and ways of travelling. At the start of the term, Rotherham United will be working on outdoor orienteering activities.</p>
<p><u>Personal, Social and Emotional development.</u></p> <p>In PHSE the children will be learning about the caring school and ways that they can make a positive contribution to school. Children will discuss class rules and nominate roles for various councils within school. Children will be encouraged to discuss ways to make positive friendships and understand how they can make us feel happy and secure. Children will be recording responses within a ‘floor book’.</p>	<p><u>Geography</u></p> <p>Geography will be the main focus within Autumn 2. However where possible, links will be made with our history work to identify known settlements on a map.</p>
<p><u>Religious Education</u></p> <p><u>Christianity</u></p> <p>The children will learn about inspirational people and will be answering the key question ‘What makes Jesus inspirational for some people?’.</p>	<p><u>Music</u></p> <p>The children will be accessing the Charanga curriculum where they will develop a deeper understanding of rhythm and pulse. Children will learn a variety of songs linked to our Stone Age topic to enhance the learning.</p>
<p><u>Spanish</u></p> <p>In Spanish the children will begin to learn greetings as we work from a new scheme called ilanguages. Children will learn some basic commands to use around the</p>	

classroom and learn simple words for animals and colours.

Visits and Visitors

Creswell Craggs date to be confirmed.

How can you help at home?

*Please encourage your child to participate in our Redscope Reading Challenge. We have a range of fantastic age-appropriate books which are perfect to share as a family. All children should be reading for 15 minutes at least three times per week and these sessions should be logged in their planner.

*All children will be given appropriate spellings during the week. These may be topic related words or link to a spelling rule they have learnt throughout the week. Please support your child in learning their spellings at home.

*In maths, please encourage your child to access TT Rockstars to practise the quick recall of times table facts. There will be regular TTRockstars battles available for the children to take part in as well as whole school competitions.

*As part of our Stone Age topic, all children should complete a project that they are interested in. We have discussed possibilities with the children and a list of some ideas have been attached in their planner.

If you do have any questions about your child's learning, please do not hesitate to contact us through the class email addresses.

RSP-Class7@nclt.ac.uk (Mrs Hipwell) or RSP-Class8@nclt.ac.uk (Mrs Ryott)