

## English

**Reading** - Key texts: 'Stig of the Dump' by Clive King; 'Stone Age Boy' by Satoshi Kitamura.

**Developing pleasure and motivation to read.**

Comprehension skills focusing on Y3 key skills/content domains both during whole class reading and guided group reading.

**Speaking and Listening** - Presentations, drama performances and discussions relating to theme work.

**Writing Composition** - Writing for different purposes, developing stamina, editing and checking work throughout.

**Adventure stories:** Composing an adventure story based on predictions of the book 'Stig of the Dump'.

**Letters:** Composing a formal letter as an archaeologist.

**Nonfiction:** Creating a non-fiction information book and fact file based on the Stone Age.

**Poetry using similes and metaphors:** Using emotive language and figurative language to create vivid imagery: reading, writing and performing.

**Spelling:** Weekly spellings linked to National Curriculum spellings for Year 3.

**Grammar:** Linked to the National Curriculum requirements for Year 3. Main focus:

**Handwriting:** Children join and enhance the fluency and neatness of their writing.

Emphasis on neat presentation and pride in all written work.

## Religious Education

(According to Warwickshire and Coventry agreed syllabus for RE 2017)

Engaging pupils in enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

**Key Question:** Why is the bible important for Christians today?

- How do Christians use the Bible?
- Why is it important to them?
- Do all Christians follow the Bible?

**Religions and Worldviews considered in this unit:**

**Christian and non-religious e.g. Humanist**

## Maths

**Shape** - Finding lines of symmetry and completing symmetrical drawings. Naming, describing and sorting 2D shapes using Venn diagrams. Naming, describing and sorting 3D shapes using a Carroll diagram.

**Money** - Exploring place value in 3-digit numbers and multiplying and dividing by 10 and 100. Multiplying and dividing amounts of money less than £1 by 10 and 100.

**Mental multiplication and division** - Exploring that you double the 4 times table to get the 8 times table. Solving problems using varied methods for the 2,3,4,5,8,10 times tables. Completing division questions with remainders and answering multiplication and division word problems.

**Multiplication and division** - Solving problems by doubling numbers to 50 by partitioning and halving numbers to 100 using partitioning. Using the grid methods to multiply 2-digit numbers by 1-digit numbers and using the grid method to multiply 2-digit numbers by 2-digit numbers.

## Computing

**LKS2 Digital Literacy Unit.**

- What is my online community?
- Things for sale. Promoting sales online.
- Showing respect online.
- Writing good formal emails.

Create a front cover and find images for an information book.  
Using the internet to research information.

## Science

**Broaden scientific understanding of the world through exploration, observation, research and testing in the topic area 'Light'.**

Discover through active investigation that without light you cannot see. Learn through investigation that light travels in straight lines. Know what a light source is and that the sun is a light source which is powerful. Predict and investigate which colours show up best and least in the dark. Investigate the effect of shining a torch on various objects including reflective materials. To investigate how light is reflected by different surfaces, looking for similarities and differences and noting observations. To investigate objects made from different materials, cast shadows and to understand how a shadow changes depending on the object's orientation. To actively investigate how shadows change as the light source is moved and to take measurements and look for patterns in data to answer scientific questions.

**Through working scientifically, children will use and develop their practical scientific methods, processes and skills:**

Planning different types of scientific enquiries; taking measurements, using a range of scientific equipment, with increasing accuracy and precision; recording data and results; using test results to make predictions to set up further comparative and fair tests; reporting and presenting findings from enquiries in a variety of ways, including conclusions and explanations.

## Geography

**Extend knowledge of the UK, Europe and the world; location and place knowledge; and significant human and physical features**  
Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences.

Describing and understanding key aspects of physical geography including vegetation belts, rivers and mountains.

## Tribal Tales

Curriculum Plan Spring 2 2018  
Year 3



## Music

**Exploring singing games:**

Investigate how sounds have been processed focusing on pitch, echo, patterns, dynamics, tempo etc.

Explore, create and perform solos and ensemble contexts.

Explore different instruments and how they can fit into a song.

## PSHE

**Our 'Going for Goals' unit focuses on the following:**

- knowing myself and the skills and attributes of an effective learner
- developing the skills of an effective learner
- recognising and celebrating my own achievements
- setting realistic goals/challenges and breaking these down into smaller, achievable steps.

## British Values and SMSC

**Developing an understanding of fundamental British values**

**Spiritual:** Exploring the wonders of the natural world around them by looking at maps.

**Moral:** Investigating and expressing their views on issues such as survival of the fittest.

**Social:** Learning about how different communities and societies lived.

**Cultural:** developing a deeper understanding of different cultures and communities.

## Art and Design and Technology

**Developing creativity using a variety of materials within the following contexts:**

- Design and create a piece of artwork which emulates a Neolithic carving, experimenting with sketching and copying onto pebbles.

**Designing and making functional, purposeful products and evaluating these - links with daily life in the Stone Age.**

- Design, create and evaluate stone age jewellery, clay beakers, tools and weapons and woven baskets.
- Select from and use a wide range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.

## French

- To learn vocabulary based on portraits e.g. facial features, hair and accessories.

## Physical Education

**Developing movement skills, competence, agility and coordination individually and with others across a range of physical activity**

**Country Dancing**

Taking part in country dancing with a partner and within a team to traditional and contemporary music.

**Invasion games**

Understand and explore variations in level, speed and direction with a ball. Taking part in invasion games such as ball scramble, sequence passing, hoop ball and one ended skittleball.

## History

**Develop chronological knowledge noting connections, contrasts and trends over time. Use historical terms, ask valid questions and construct informed responses.**

Children will study the Stone Age era and extend their chronological understanding.

- Place events, people and changes within a chronological framework.
- Make connections, draw contrasts and identify trends in different periods of history.
- Give reasons for and write explanations of past events using evidence to support.
- Use a wide range of sources to select, organise and present relevant information.
- Acknowledge different points of view and understand how these are important when looking at interpretations of history.