

## Science

### Rocks

- Describing how fossils are formed
- Comparing and describing soils

### Animals Including Humans

- Muscle activity
- Skeleton types

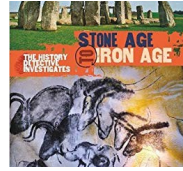


### Light

- Different sources of light

## Whole class text:

The History  
Detective: Stone Age  
to Iron Age.



Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Summarise



## Home Learning: continue to..

- Read every night for 15 minutes
- To practise times tables rapid recall: 2,4,5,8 and 10s
- To practise spellings and handwriting in the cursive style
- Use your knowledge organiser to memorise facts about the Stone Age to Iron Age period.



## Year 3 Autumn 1.2

Enquiry question :

**How did life differ in the Stone Age  
from the Iron Age?**

## Mathematics:

### Addition and subtraction

- adding and subtracting numbers
- mentally
- Using formal methods e.g. column addition and column subtraction.
- Estimating answers to calculations.



### Multiplication and division

- Knowing by heart multiplication and division facts for the 3, 4 and 8 multiplication tables
- Spotting patterns between multiplication and other facts; including those involving multiplying a two-digit number by a one-digit number e.g.  $2 \times 3 = 6$ , so  $20 \times 3 = 60$

Be able to solve problems involving all of these

## English:

Our focus will be upon following the plot of the story and identifying the non-fiction elements. Character studies of the major characters, retrieval of information and finding the meaning of new and unknown vocabulary in context and making inference.

Using the text children will be focussing on writing to entertain the reader using a range of vocabulary choices and extending their sentences. Also writing non-fiction information texts about the people of ancient times and how they lived.



## D.T:

Making clay necklaces and Stone Age settlements.



## Art

Andrew Goldsworthy movement using paints, pastels, and chalk – sculpture with photography.  
Art exhibition.

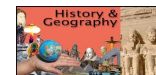
## R.E./P.S.H.E:

- Friendships—putting ourselves in someone else's shoes. Dealing with conflict issues and why should we include everyone?
- Caring for others, animals and the environment.



## History/ Geography :

- Naming and locating counties and cities of the United Kingdom and geographical regions and identifying their human and physical characteristics.,
- Looking at land use patterns



## P.E.:

**Fitness** - Children will learn to understand different components of fitness: speed, stamina, strength, coordination, balance and agility.



**Gymnastics** - Key skills to include shape, movement and sequence.