



Birchfield
PRIMARY SCHOOL

Year 3 Curriculum Overview

Term 1.2

Teaching Team:

Year Group Leader: Miss Rose

Class Teachers: Miss Coughlan and Miss Karim

Teaching Assistant: Miss Brown

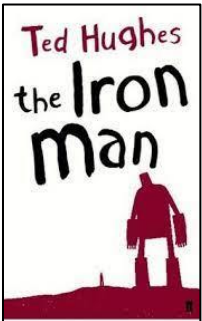
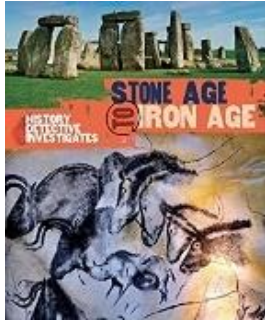
SLT: Miss Saboor

PE: PE lessons are on **Wednesday**.

On these days, children must be wearing their P.E kits. This includes a white t-shirt, black bottoms and trainers. No jewellery is to be worn on PE days; parents must remove this before bringing their child to school on these days.

Homework: Workbooks and reading books are sent home on Friday to be **returned by Tuesday**.

Please see below an overview of the main themes, knowledge, and skills we will be covering this half term.

<p>Enquiry Question</p>	<p>How did early civilisation develop in the Stone Age, Bronze Age and Iron Age?</p>	
<p>Significant people</p>	<p><u>School Values (determination)</u> Jesse Owens (1913-1980) (athletics) Won four Olympic Golds at 'Hitler's Olympics', Berlin 1936. Owens maintained a dignified stance on civil rights, despite enduring discrimination during his life.</p> <p><u>History</u> The Amesbury Archer is an early Bronze Age man whose grave was discovered in Amesbury near Stonehenge. The man is believed to date from about 2300 BC. He is nicknamed "the Archer" because of the many arrowheads buried with him.</p> <p>Cheddar Man was a Mesolithic hunter-gatherer who is lived in approximately 7100BC. His remains were discovered in Cheddar Gorge, Somerset, England. Through DNA testing, scientists discovered that Cheddar Man had light-coloured eyes (most likely green or blue), curly or wavy hair that was dark brown or black and dark skin.</p>	
<p>Significant places</p>	<p>Stonehenge is a Neolithic monument made up of large blocks of stone. Built in various stages, with the iconic stone circle constructed over 5,000 years ago, Stonehenge has become one of the best-known monuments of its kind in the world.</p> <p>Skara Brae is a remarkably well-preserved Neolithic village site built around 3000 BC.</p>	
<p>Class Texts</p>	<p>The Iron Man by Ted Hughes</p> 	<p>The History Detective: Stone Age to Iron Age</p> 

<p>Reading</p>	<p>We will be covering the following reading domains:</p> <p>2a – Give / explain the meaning of words in context. This will see the children using the text to decipher what new words mean.</p> <p>2b – Retrieve and record information / identify key details from fiction and non-fiction. This will involve the children retrieving knowledge from non-fiction texts to answer questions.</p> <p>2c – Summarise main ideas from more than one paragraph. Here the children will be summarising what has happened in what they have read.</p> <p>2e – Predict what might happen from details stated and implied. The children will use evidence from what they have read to predict what is going to happen next or how a character will react.</p>
<p>Writing</p>	<p>We will be focusing on non-chronological reports based on various elements of our topic Stone Age to Iron Age. During this topic, they will be focusing on using formal language and technical vocabulary. As well as the various organisational features of non-chronological reports, such as headings, subheadings, pictures and captions.</p> <p>We will also be looking at narrative writing. Here the children will write their own narrative, showcasing the skills they have learnt so far this year, such the use of expanded noun phrases and similes.</p>
<p>Maths</p>	<p>This half term the children will use their prior multiplication and division knowledge to understand multiplication and division using the 4-, 8- and 3-times table.</p> <p>This will then progress into the children being able to use a written method to multiply a 2-digit number by a 1-digit number, with and without regrouping.</p>

	Alongside this the children will look at the difference between grouping and sharing multiples of 3, 4 and 8.
Science	<p>Throughout this half term the children will complete learning around the topic of 'animals including humans' by looking at what fatty foods are and how we identify them. As well as comparing different animal diets.</p> <p>As part of their 'rocks' topic, they will be investigating how fossils are made, the different types of soil and different uses for types of rock.</p>
History	Throughout this half term, the children will explore what life was like in the Bronze Age and the Iron Age . They will compare life in the Stone Age Bronze Age and Iron Age, and discover significant people, such as the ' Amesbury Archer .' The children will also learn about the Beaker folk and identify how they influenced daily life in Britain.
DT	During DT this half term, our topic is Cook well, Eat well . Children will learn and understand the importance of healthy eating and what a healthy diet consists of. They will learn why certain foods need to be cooked before they are eaten and identify the different cooking methods that are used for cooking. Children will choose and make a Taco filling according to specific design criteria.
Music	Throughout this half term, children will continue to use their recorders to learn how to play different notes as well as learn how to read notes. They will also be able to identify the lengths of the different notes in a song and use their knowledge and understanding of this to play the song with their recorders.
Computing	In computing the children will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with children adding other types of media to their animation, such as music and text.
PSHE	This term, in PSHE children will learn about hazards in the environment and in the home and how to keep safe from them. They will also learn about practical road safety and how to stay safe.

	<p>Following on from this, children will be taught about peer pressure, what it is and how to recognise and respond when something feels unsafe and uncomfortable.</p> <p>By the end of the term children will be able to recognise how to respond to emergency situations; what to do when they need to call for help; how to help keep their body protected and safe; that their body belongs to them and should not be hurt or touched without their permission; and what to do and who to tell if they feel uncomfortable.</p>
RE	<p>This term in RE, the children will be focusing on the importance of Creating Unity and Harmony. The children will identify the difference between unity and disunity and learn about what brings the followers of Islam together. Children will learn about how Muslims pray and discuss that salaam means sharing peace. Children will then learn about the Baha'i faith and what brings the followers of the Baha'i faith together.</p>
PE	<p>The children will cover fitness and gymnastics throughout this half term.</p> <p>The key physical skills they will learn in fitness are agility, balance, co-ordination, speed, stamina and strength.</p> <p>The key physical skills they will learn in gymnastics are point and patch balances, jumps, straight roll, barrel roll and forward roll.</p>

Knowledge Organiser: Class Text

Book Knowledge Organiser – The Iron Man by Ted Hughes

Important Information

Plot

Mankind must put a stop to the dreadful destruction caused by the Iron Man. A trap is set for him, but he cannot be kept down. Then, when a terrible monster from outer space threatens to destroy the planet. The Iron Man just might be their only hope.

Themes

Bravery, prejudice, irrational fear and inclusion,

Setting

Set in a Science fictional, fairytale world based on an English coastal farm



Name of Book:
The Iron Man
Date Published: 1968
Author:
Ted Hughes
Genre:
Children's Literature/
Science Fiction

Chapter-by-Chapter Summary

1. 1. The Coming of the Iron Man	The Iron Man appears seemingly from nowhere. He is described in a great amount of detail. The Iron Man falls from a high cliff with his body parts scattering. With the help of two gulls the Iron Man pieces himself back together again. After the gulls put him back together, the Iron Man wanders off into the sea.
2. 2. The Return of the Iron Man	A young boy named Hogarth spots the Iron Man. When he tells his family, his father rounds up the other farmers to find the Iron Man. When they realise the Iron Man has eaten some of their machinery, they set a trap to catch him.
3. 3. What's to be Done with the Iron Man?	A year later, the Iron Man breaks out of his trap. Hogarth has an idea to take the Iron Man to a scrapyard where he can eat all the metal he wants.
4. 4. The Space Being and Iron Man.	One day people notice that something is getting closer and closer to Earth. Eventually it lands in Australia and is referred to people as the Space-Bat-Angel-Dragon. The creature is hungry. And it wants to eat living things! Hogarth and the Iron Man come up with a plan to defeat the Space-Bat-Angel-Dragon.
5. 5. The Iron Man's Challenge	The Iron Man soon arrives in Australia where he challenges the Space-Bat-Angel-Dragon to a test strength.

Key Vocabulary

Astronomer	A scientist who studies the universe beyond the earth.
Australia	A country made up of this continent. Australia is also called the
Brink	The edge of a slope or cliff.
Harmony	Musical notes played or sung at the same time that make a pleasant sound.
Hush	A silence.
Petroleum	A thick oil found by drilling beneath the earth's surface. Petroleum is also known as petrol.
Scrap Metal	Discarded, unwanted and unused metal

Key Vocabulary

- **What was the Iron Man's journey from villain to hero?**
- **What key message was Ted Hughes trying to get across?**
- **Which character would you say is the bravest? Why?**



The Iron Man
A giant metal man of unknown origins.



Hogarth
A local boy who first discovers the Iron Man

Characters



The Space-Bat-Angel-Dragon.
The space being that comes to destroy the Earth.



The Farmers
The people who trap the Iron Man

Knowledge Organiser: Class Text

Book Knowledge Organiser – The History Detectives Investigates Stone Age to Iron Age

Important Information

Synopsis

A non-fiction book that chronicles the Stone Age to the Iron Age through investigation and questioning. It includes key features and events from this era of pre-history. Through a series of investigative questions, this book delves into the lives of early humans. It explores how people lived, ate and fought. Key historical figures are identified and how they helped shape Britain's pre-history prior to the Roman invasion.



Name of Book:

The History Detectives Investigates Stone Age to Iron Age

Date Published: 2016

Author: Clare Hibbert

Genre:

Children's Historical Non-Fiction

Link to Enquiry

This book covers the ages between the Stone Age and Iron Age, expanding the children's understanding of how life differed within these times.

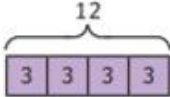
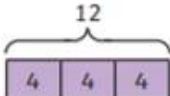




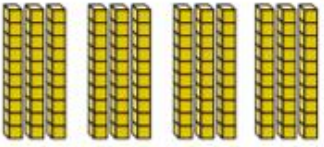
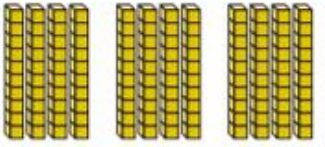
Key Questions/ Reflection Points

- What is a contents page? And what is it used for?
- What is an index page? And what is it used for?
- What is a glossary? And what is it used for?
- Who were the first Britons?
- When was the Middle Stone Age?
- What did people do in the New Stone Age?
- When did the Bronze Age begin?
- When did people learn to make iron?
- Who were the Celts?
- How did the Iron Age end?

Key Vocabulary

Archaeologist	Someone who studies the remains of past societies.
BCE	'Before the Common Era'. Used to signify years before the believed birth of Jesus.
Bronze Age	The period when people learned to work metal. In Britain, it lasted from around 2500 to 800 BCE.
CE	'Common Era'. Used to signify years since the believed birth of Jesus.
Evolution	The process by which living things change over long periods of time and may give rise to new species.
Ice age	A period when the climate is so cold that ice sheets cover the ground.
Iron Age	The period when people learned to work iron. In Britain, it lasted from around 800 BCE to 43 CE.
Mesolithic Age	The Middle Stone Age. In Britain, it lasted from around 9500 to 4000 BCE.
Neolithic Age	The New Stone Age. The period when people began to farm. In Britain, it lasted from around 4000 to 2500 BCE.
Paleolithic Age	The Old Stone Age. When people used simple tools of stone, wood and bone. It lasted from around 800,000 to 11,500 years ago.
Prehistory	Prehistory is the time before written records were created. In Britain, prehistory ended in AD 43, when the Romans invaded.
Stone Age	A period where early humans first migrated to Britain. It lasted from around 750,000 BCE to 2500 BCE.

Knowledge Organiser: Maths

Multiplication and Division		Knowledge Organiser																																			
Key Vocabulary	Sharing and Grouping	Multiplication and Division Facts (3, 4 and 8 multiplication tables)																																			
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Knowledge Organiser: Maths

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Knowledge Organiser: Science - Animals including Humans.

Animals including Humans: Animals and the Nutrition System

Nutrition

Nutrition is a life process by which living things make or eat food and absorb its nutrients. Plants can make their own food. They make food in their leaves. Animals cannot make their own food. They need to find food to eat.

Carnivores, herbivores and omnivores

Animals can be carnivores that eat meat, herbivores that eat plant parts, or omnivores that eat both meat and plant parts.



Tigers are carnivores.



Deer are herbivores.



Badgers are omnivores.

Humans Diets

Humans are omnivores because they can eat both meat and plant parts. The fossils of ancient humans show that humans have always been omnivores because they have sharp teeth for tearing meat and flat teeth for grinding plants.



Some humans choose to eat other diets. People who eat plant parts and animal products, but no meat, follow a vegetarian diet. People who only eat plant parts and products made from plants follow a vegan diet.

Balanced Diet

A balanced diet contains foods from different food groups in the right proportions. It provides the human body with the energy and nutrients it needs to grow and stay healthy.

Fruit contain vitamins and minerals that help the body to fight off diseases. They also contain fibre that is important for the health of our digestive system.



Carbohydrates contain important nutrients and are the body's main source of energy. They also contain fibre.



Proteins contain a nutrient called protein that helps the body build muscle and allows it to grow and repair.



Dairy (a dairy alternatives) contain a nutrient called calcium, an important mineral for healthy bones, nails and teeth.



Oils and spreads contain fat, which helps the body absorb certain vitamins and provides essential nutrients. However, oils and spreads should only be eaten in small amounts.



Key Vocabulary

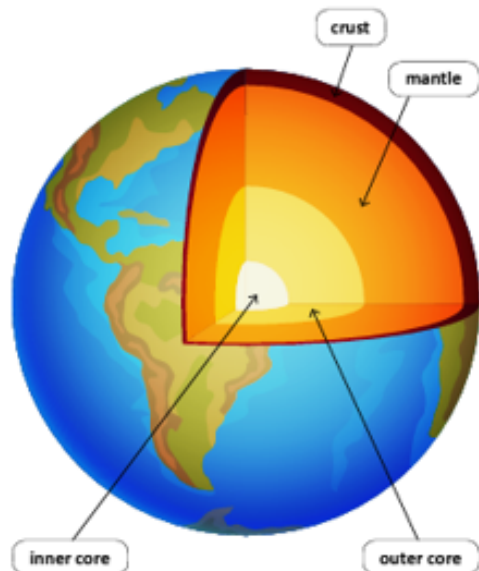
Healthy	In a good physical and mental condition
Nutrients	Substances that living things need to stay alive and healthy
Energy	Strength to be able to move and grow
Saturated Fats	Types of fats, considered to be less healthy, that should only be eaten in small amounts
Unsaturated Fats	Fats that give you energy, vitamins and minerals

Knowledge Organiser: Science - Rocks

Rocks: Rocks, Relics and Rumbles

Structure of Earth

Earth is made up of four layers. These are the crust, mantle, outer core and inner core. The crust is a thin layer of rock on the surface that is broken into large pieces called tectonic plates. The mantle is made up of molten and semi-molten rock called magma. The outer core is solid metal, and the hottest part of the Earth.



Uses of Rocks

The appearance and properties of rocks affect how they are used.

Chalk, a sedimentary rock, is soft and can be easily eroded. This makes chalk suitable for writing and drawing on blackboards. Granite, an igneous rock, is very hard and impermeable.

Granite is used for making kitchen work surfaces.

Marble is a metamorphic rock. It is easy to carve and is not easily eroded, making it suitable for sculptures.

Types of Rock

There are three main types of rock in the Earth's crust. These are sedimentary, igneous and metamorphic. Sedimentary rocks are made from layers of mud and sand, called sediment, that have settled in water and have been squashed over a long time to form rock. Igneous rocks are made from cooled magma or lava. Metamorphic rocks are formed when existing rocks are changed by heat and pressure.

Sedimentary rocks	Igneous rocks	Metamorphic rocks
 sandstone	 granite	 marble
 limestone	 obsidian	 slate

Key Vocabulary

Igneous Rock	Rock that has been formed from magma or lava.
Sedimentary Rock	Rock that has been formed by layers of sediment being pressed down hard and sticking together.
Metamorphic Rock	Rock that started out as igneous or sedimentary rock but changed due to being exposed to heat or pressure.
Magma	Molten rock that remains underground.
Lava	Molten rock that comes out of the ground is called lava.
Sediment	Natural solid material that is moved and dropped off in a new place by water or wind e.g., sand.
Permeable	Allows liquids to pass through it.
Impermeable	Does not allow liquids to pass through it.

Knowledge Organiser: History

Knowledge Organiser – Through the Ages

Bronze Age

c2500–c800 BC

Duration: 1700 years

Bronze Age

Tools and weapons – Bronze tools were sharper, stronger and more efficient than stone tools. Bronze tools were owned by the wealthy.

Everyday life – The Beaker folk brought their knowledge of metalworking and pottery making to Britain. Bronze tools made farming more efficient, so there was more food and the population grew.

Settlements – People lived in permanent settlements, in roundhouses. They used walls and fences to protect their homes.



Beliefs – People were buried with objects, including Bell Beaker pottery, to use in the afterlife. They threw weapons and objects into rivers as offerings to the gods.

End of the Bronze Age – People stopped using metal during a time called the Bronze Age collapse.

The **Amesbury Archer** was buried near Stonehenge with his tools, including arrowheads, a metalworking stone and some Bell Beaker pottery.



Glossary

archaeologist	Someone who studies artefacts from the past.
artefact	An object made by a person that is of historical interest.
Beaker folk	A group of people who travelled from Europe at the beginning of the Bronze Age and brought metalworking and pottery making skills to Britain.
bronze	A metal alloy made by mixing copper and tin.
Bronze Age collapse	A period at the end of the Bronze Age, when society collapsed in Britain and Europe.

Definitions of time

There are many words that are used to describe time.

BC and AD The birth of Jesus Christ separates time into two eras, BC, before Christ, and AD, after Christ was born.

BCE and CE Sometimes, BC and AD are replaced by BCE and CE.

BCE stands for 'before common era' and CE stands for 'common era'.

Therefore, 1 BC is the same as 1 BCE and AD 1 is the same as 1 CE.

era An era is a period of history that begins with a significant event. The birth of Jesus Christ was a significant event that started a new era.

century A century is 100 years.
The first century AD was AD 1–AD 100.
The first century BC was 100 BC–1 BC.

millennium A millennium is 1000 years.
The first millennium AD was AD 1–AD 1000.
The first millennium BC was 1000 BC–1 BC.

Knowledge Organiser: History

Knowledge Organiser – Iron Age



Iron Age

c800 BC–AD 43
Duration: 843
years

Iron Age

Tools and weapons – Iron tools and weapons were sharp and strong. Everyone could own iron tools and weapons, not just the wealthy.

Everyday life – Iron tools made farming more efficient and iron weapons were available to everyone. Tribes attacked each other to steal their land, food and possessions. People created art, music and poetry.

Settlements – People lived in hillforts surrounded by ditches and fences to stop attacks from enemy tribes. People lived in roundhouses inside the hillfort and farmed the land outside.



Beliefs – Priests called druids led worship. Humans were sacrificed as offerings to the gods. People threw votive offerings into rivers and lakes.

End of the Iron Age – The Romans invaded and conquered Britain in AD 43. They created written records, so this event ended prehistory in Britain.

Archaeological evidence

Archaeologists find out about prehistoric life by studying the artefacts and settlements left behind by prehistoric people.

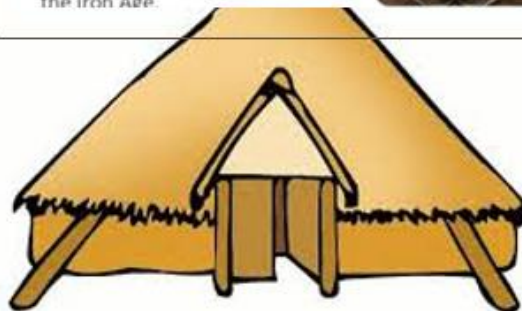
The **Mold cape** was made from one piece of gold the size of a golf ball. It is finely made and archaeologists believe that it was worn by a wealthy tribe leader.



The **Snettisham Great torc** was made during the Iron Age. It was worn around the neck and is crafted from twisted gold stands.



The **Battersea shield** was found in the river Thames. Archaeologists believe that it was put in the river as a votive offering to the gods in the Iron Age.



Glossary

Celts	A group of people who travelled from Europe and brought their ironworking skills to Britain.
circa	Abbreviated to 'c' and used before a date to show that the date is approximate. For example c2500 BC.
hillfort	A settlement built on a hill that is protected by ditches and fences.
stone circle	A circular arrangement of standing stones.
sacrifice	An animal or person that has been killed and offered to a god or gods.
torc	A rigid neck ring made from metal.
votive offering	An object placed in water or the ground as a gift to a god or gods.

Knowledge Organiser: DT

Cook Well, Eatwell

A healthy, balanced diet

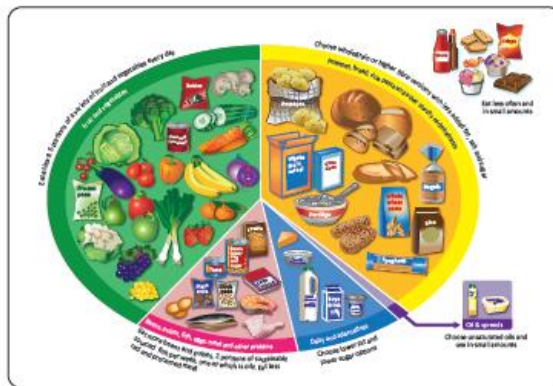
A healthy, balanced diet provides the right foods in the correct quantities for the body to grow and stay healthy.

Foods can be divided into five main groups:

- fruits and vegetables
- carbohydrates
- proteins
- dairy and alternatives
- oils and spreads

Eatwell Guide

The Eatwell Guide was launched in 2016 by Public Health England. It shows the balance of foods from the five main food groups that we should eat for a healthy, balanced diet.



The size of each segment represents the proportion of our daily diet that should be made up of that food group. Foods high in fat, salt and sugar are not part of the Eatwell Guide. They should only be eaten occasionally and are not part of a healthy balanced diet.

Fruits and vegetables

These provide vitamins to keep us healthy, and fibre to help digestion. They should make up about a third of the food we eat every day.



Carbohydrates

Carbohydrates give us energy and keep our digestive system working well. They should make up about a third of the food we eat every day.



Proteins

Proteins help us to build muscle and allow our bodies to grow and repair. Foods high in protein should make up about one-tenth of our daily diet.



Dairy and alternatives

These contain calcium, which is an important mineral for healthy bones and teeth. Dairy and alternatives should make up less than one-tenth of the food we eat every day.



Oils and spreads

These contain fat, which is an essential part of our diet. Fat provides important nutrients and helps us to absorb some vitamins. Oils and spreads should only make up a very small part of our diet.



Cooking methods

There are many ways we can cook food to make it taste better and be safe to eat.



boiling



steaming



frying



baking



roasting



grilling



microwaving



slow cooking



barbecuing

Glossary

mineral A chemical that your body needs to stay healthy.

nutrient Any substance that your body needs to live and grow.

vitamin A natural substance that is needed in small amounts for the growth and good health of the body.

Home Learning and Useful Links:

This half term our school value will be '**Respect**'. Please discuss what this means with your child.

Please talk to your children about the information contained within the Curriculum Overview and the Knowledge Organisers, as they contain information that is crucial to aiding their understanding of topics that we will be covering in class.

Please ensure that your child reads to an adult at home every day. We would like an adult to make a comment in the reading diary. Please return the reading books by **Wednesday** so they can be changed.

We highly recommend that children practice their times tables daily in order to increase fluency.

Useful Links:

Reading:

[Oxford Owl for School and Home](#)

[Reading and comprehension - English - Learning with BBC Bitesize - BBC Bitesize](#)

[Books for Year 3 children aged 7-8 | School Reading List](#)

Writing:

[Year 3 English - BBC Bitesize](#)

[Writing in Year 3 \(age 7-8\) - Oxford Owl for Home](#)

[Spelling and Grammar, English Games for 7-11 Years - Topmarks](#)

Maths:

[Year 3 Maths Curriculum Toolkit | 7 & 8](#)

[Year Olds | Home Learning \(thirdspacelearning.com\)](#)

[YEAR 3 MATHS - Topmarks Search](#)

[IXL - Year 3 maths practice](#)

[Times Table Rockstars](#)

[Multiplication Check Practice](#)

Science:

[BBC Bitesize | Animals and Food](#)

[BBC Bitesize | Types of Rock](#)

History:

[Who were the Celts?](#)

[What was life like in the Bronze Age?](#)

[What was life like in the Iron Age?](#)

[Maiden Castle: An Iron Age hill fort](#)

[What did Iron Age people make?](#)