



**Birchfield**  
**PRIMARY SCHOOL**

## **Year 3 Curriculum Overview**

### **Term 1.2**

#### **Teaching Team:**

**Class Teachers:** Miss Coughlan, Miss Braham and Miss Payne

**Teaching Assistant:** Mrs Aftab

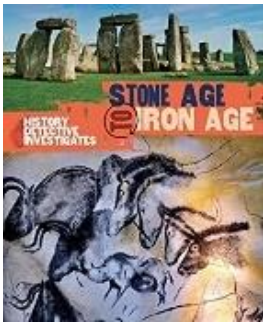
**SLT:** Mrs Sperrin

**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.

<b>Enquiry Question</b>	<b>What can we discover about a place from a map?</b>
<b>Class Texts</b>	<p><i>The History Detective: Stone Age to Iron Age</i></p>  <p>The book cover is split into two horizontal sections. The top section shows the Stonehenge monument in a landscape under a blue sky. The bottom section shows a prehistoric scene with a horse and a person. The title 'STONE AGE to IRON AGE' is written across the middle in bold, colorful letters. Below the title, it says 'HISTORY DETECTIVE INVESTIGATES'.</p>
<b>Reading</b>	<p><b>We will be covering the following reading domains:</b></p> <p><b>2a – Give / explain the meaning of words in context.</b> This will see the children using the text to decipher what new words mean.</p> <p><b>2b – Retrieve and record information / identify key details from fiction and non-fiction.</b> This will involve the children retrieving knowledge from non-fiction texts to answer questions.</p> <p><b>2e – Predict what might happen from details stated and implied.</b> 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>Children will also be exposed to a range of test techniques to demonstrate their understanding of the texts that they read.</p>

<p><b>Writing</b></p>	<p>We will be focusing on <b>non-chronological reports</b>. 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 <b>narrative</b> 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><b>Maths</b></p>	<p>To begin the half term, children will complete their <b>addition and subtraction</b> unit. They will use the column method to support with exchanging and regrouping when adding or subtracting 3-digit numbers.</p> <p>This half term the children will use their prior <b>multiplication and division knowledge</b> to understand multiplication and division using the <b>4-, 8- and 3-times table</b>.</p> <p>This will then progress into the children being able to use a written method to <b>multiply a 2-digit number by a 1-digit number</b>, with and without regrouping.</p> <p>Alongside this the children will look at the difference between grouping and sharing multiples of 3, 4 and 8.</p>
<p><b>Science</b></p>	<p>Throughout this half term the children will complete learning around the topic of '<b>animals including humans</b>' 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 '<b>rocks</b>' topic, they will be investigating how fossils are made, the different types of soil and different uses for types of rock.</p>
<p><b>Geography</b></p>	<p>Within Geography, children will explore the human and physical features of a variety of settlements such as isolated, hamlet, town, village, city. They will then explore aerial photographs and identify different land uses such as agricultural, residential, leisure, industrial and transport by using clues. Children will then begin to look at</p>

	<p>topographic maps to determine how high hills are using contour lines as well as exploring hilly areas on aerial maps to identify some of the features using a key. The children will conclude their learning with the importance of maps and how humans use them.</p>
<b>DT</b>	<p>By the end of this half term, the children will produce a Christmas package for a toy. In order to achieve this, the children will be exposed to a range of packaging, exploring the materials that they are made from, colours used, pictures and text on the packaging. They will then be able to decide on a success criteria for their own design. The children will then begin to investigate different shells and testing which 3D shape is the strongest in order to create a sturdy package, as well as investigating techniques on how to make the structure even more stable. They will then use technology to design prints to add to their final design. Once the children have created their Christmas package, they will evaluate what went well and what they could do to improve this in the future.</p>
<b>Music</b>	<p>Throughout this half term, children will continue to use their <b>recorders</b> 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.</p>
<b>Computing</b>	<p>In computing the children will use a range of techniques to create a <b>stop-frame animation</b> 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.</p>
<b>PSHE</b>	<p>This term, in PSHE children will learn about <b>hazards in the environment and in the home</b> and how to keep safe from them. They will also learn about practical road safety and how to stay safe.</p> <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>
<b>RE</b>	<p>This term in RE, the children will be focusing on the importance of <b>Creating Unity and Harmony</b>. 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>
<b>PE</b>	<p>The children will cover <b>OAA</b> and <b>Yoga</b> throughout this half term.</p> <p>Through the <b>OAA</b> topic, children will develop problem-solving skills through a range of challenges. Working independently and as a group, the children will have to reflect and evaluate their strategies. Children will learn how to use a map effectively and work as a team.</p> <p>Through this topic, children will learn how <b>yoga</b> develops their balance, flexibility and strength. They will learn different yoga poses and put these together to create their own sequence.</p>

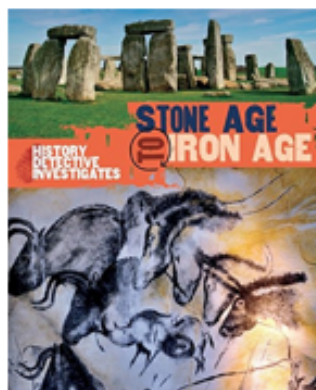
## Knowledge Organiser: Whole class text

### 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.

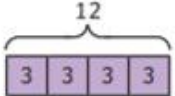
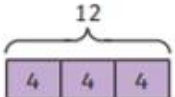

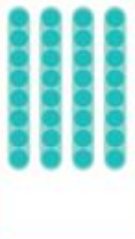




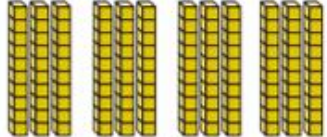
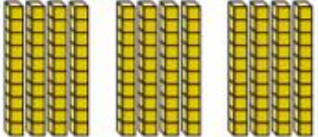

#### Key Questions/ Reflection Points

- 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

<b>Archaeologist</b>	Someone who studies the remains of past societies.
<b>BCE</b>	'Before the Common Era'. Used to signify years before the believed birth of Jesus.
<b>Bronze Age</b>	The period when people learned to work metal. In Britain, it lasted from around 2500 to 800 BCE.
<b>CE</b>	'Common Era'. Used to signify years since the believed birth of Jesus.
<b>Evolution</b>	The process by which living things change over long periods of time and may give rise to new species.
<b>Ice age</b>	A period when the climate is so cold that ice sheets cover the ground.
<b>Iron Age</b>	The period when people learned to work iron. In Britain, it lasted from around 800 BCE to 43 CE.
<b>Mesolithic Age</b>	The Middle Stone Age. In Britain, it lasted from around 9500 to 4000 BCE.
<b>Neolithic Age</b>	The New Stone Age. The period when people began to farm. In Britain, it lasted from around 4000 to 2500 BCE.
<b>Paleolithic Age</b>	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.
<b>Prehistory</b>	Prehistory is the time before written records were created. In Britain, prehistory ended in AD 43, when the Romans invaded.
<b>Stone Age</b>	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)								
times tables	<p><math>12 \div 4 = 3</math></p> <p>12 counters are shared equally between 4 children.</p>  <p>12 counters are grouped into packs of 4.</p> 	<div style="background-color: #f96; padding: 5px;"> <p><i>3 x Tables</i></p> <p><math>1 \times 3 = 3</math>    <math>3 + 3 = 1</math>  <math>2 \times 3 = 6</math>    <math>6 + 3 = 2</math>  <math>3 \times 3 = 9</math>    <math>9 + 3 = 3</math>  <math>4 \times 3 = 12</math>   <math>12 + 3 = 4</math>  <math>5 \times 3 = 15</math>   <math>15 + 3 = 5</math>  <math>6 \times 3 = 18</math>   <math>18 + 3 = 6</math>  <math>7 \times 3 = 21</math>   <math>21 + 3 = 7</math>  <math>8 \times 3 = 24</math>   <math>24 + 3 = 8</math>  <math>9 \times 3 = 27</math>   <math>27 + 3 = 9</math>  <math>10 \times 3 = 30</math>  <math>30 + 3 = 10</math>  <math>11 \times 3 = 33</math>  <math>33 + 3 = 11</math>  <math>12 \times 3 = 36</math>  <math>36 + 3 = 12</math></p> </div> <div style="background-color: #4db6ac; padding: 5px;"> <p><i>4 x Tables</i></p> <p><math>1 \times 4 = 4</math>    <math>4 + 4 = 1</math>  <math>2 \times 4 = 8</math>    <math>8 + 4 = 2</math>  <math>3 \times 4 = 12</math>   <math>12 + 4 = 3</math>  <math>4 \times 4 = 16</math>   <math>16 + 4 = 4</math>  <math>5 \times 4 = 20</math>   <math>20 + 4 = 5</math>  <math>6 \times 4 = 24</math>   <math>24 + 4 = 6</math>  <math>7 \times 4 = 28</math>   <math>28 + 4 = 7</math>  <math>8 \times 4 = 32</math>   <math>32 + 4 = 8</math>  <math>9 \times 4 = 36</math>   <math>36 + 4 = 9</math>  <math>10 \times 4 = 40</math>  <math>40 + 4 = 10</math>  <math>11 \times 4 = 44</math>  <math>44 + 4 = 11</math>  <math>12 \times 4 = 48</math>  <math>48 + 4 = 12</math></p> </div> <div style="background-color: #9575cd; padding: 5px;"> <p><i>8 x Tables</i></p> <p><math>1 \times 8 = 8</math>    <math>8 + 8 = 1</math>  <math>2 \times 8 = 16</math>   <math>16 + 8 = 2</math>  <math>3 \times 8 = 24</math>   <math>24 + 8 = 3</math>  <math>4 \times 8 = 32</math>   <math>32 + 8 = 4</math>  <math>5 \times 8 = 40</math>   <math>40 + 8 = 5</math>  <math>6 \times 8 = 48</math>   <math>48 + 8 = 6</math>  <math>7 \times 8 = 56</math>   <math>56 + 8 = 7</math>  <math>8 \times 8 = 64</math>   <math>64 + 8 = 8</math>  <math>9 \times 8 = 72</math>   <math>72 + 8 = 9</math>  <math>10 \times 8 = 80</math>  <math>80 + 8 = 10</math>  <math>11 \times 8 = 88</math>  <math>88 + 8 = 11</math>  <math>12 \times 8 = 96</math>  <math>96 + 8 = 12</math></p> </div>								
sharing			<div style="background-color: #00a6d6; padding: 5px;"> <p>Multiples of 2, 4 and 8</p> <p>2 4 6 8 10 12 14 16 18 20 22 24</p> <p>4 8 12 16 20 24 28 32 36 40 44 48</p> <p>8 16 24 32 40 48 56 64 72 80 88 96</p> <p>Doubling the 2 times table is equal to the 4 times table. Doubling the 4 times table is equal to the 8 times table.</p> </div>							
grouping	<div style="background-color: #00a6d6; padding: 5px;"> <p>Fact Families</p> <p><math>4 \times 8 = 32</math>    <math>8 \times 4 = 32</math>  <math>32 \div 8 = 4</math>    <math>32 \div 4 = 8</math></p>   </div>									
equal groups				<div style="background-color: #9575cd; padding: 5px;"> <p><math>5 \times 3 = 15</math>    <math>3 \times 5 = 15</math>  <math>15 \div 3 = 5</math>    <math>15 \div 5 = 3</math></p>   </div>						
multiple					<div style="background-color: #f96; padding: 5px;"> <p>Related Calculations</p> <p><math>3 \times 4 = 12</math>    <math>4 \times 3 = 12</math></p>   <p><math>30 \times 4 = 120</math>    <math>40 \times 3 = 120</math></p>   </div>					
multiply by										
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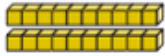



# Knowledge Organiser: Maths

## Multiplication and Division

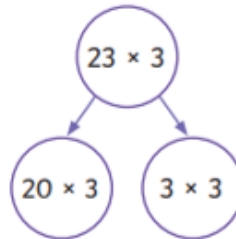
## Knowledge Organiser

### Multiplication Methods - No Regrouping

$$23 \times 3 = 69$$









Tens	Ones
	
	
	


$$\begin{aligned} 20 \times 3 &= 60 \\ 3 \times 3 &= 9 \\ 23 \times 3 &= 69 \end{aligned}$$



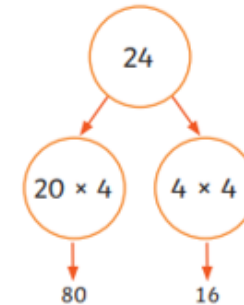
### Multiplication Methods - With Regrouping

$$24 \times 4 = 96$$









Tens	Ones
	
	
	
	



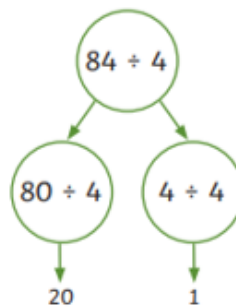
$$\begin{aligned} 20 \times 4 &= 80 \\ 4 \times 4 &= 16 \\ 24 \times 4 &= 96 \end{aligned}$$









### Division Methods - No Exchange


Tens	Ones
	
	
	
	

$$84 \div 4 = 21$$

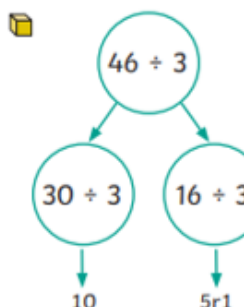


### Division Methods - With Regrouping

Tens	Ones
	
	
	



$$46 \div 3 = 15r1$$





# 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

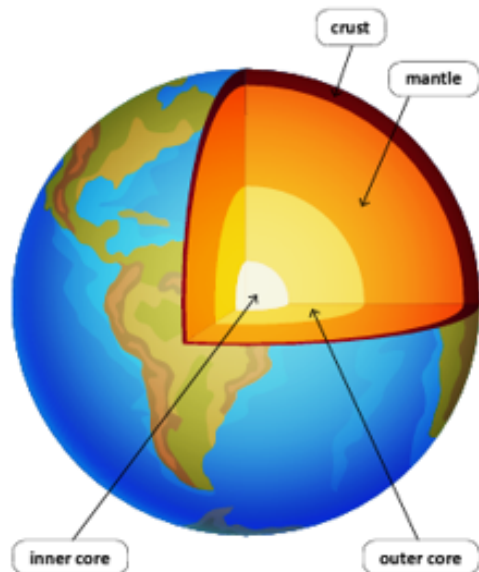
<b>Healthy</b>	In a good physical and mental condition
<b>Nutrients</b>	Substances that living things need to stay alive and healthy
<b>Energy</b>	Strength to be able to move and grow
<b>Saturated Fats</b>	Types of fats, considered to be less healthy, that should only be eaten in small amounts
<b>Unsaturated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

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

## 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](#)

#### Science:

[BBC Bitesize | Animals and Food](#)

[BBC Bitesize | Types of Rock](#)

#### 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](#)

