



Birchfield
PRIMARY SCHOOL

Year 3 Curriculum Overview

Term 1.1

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**.

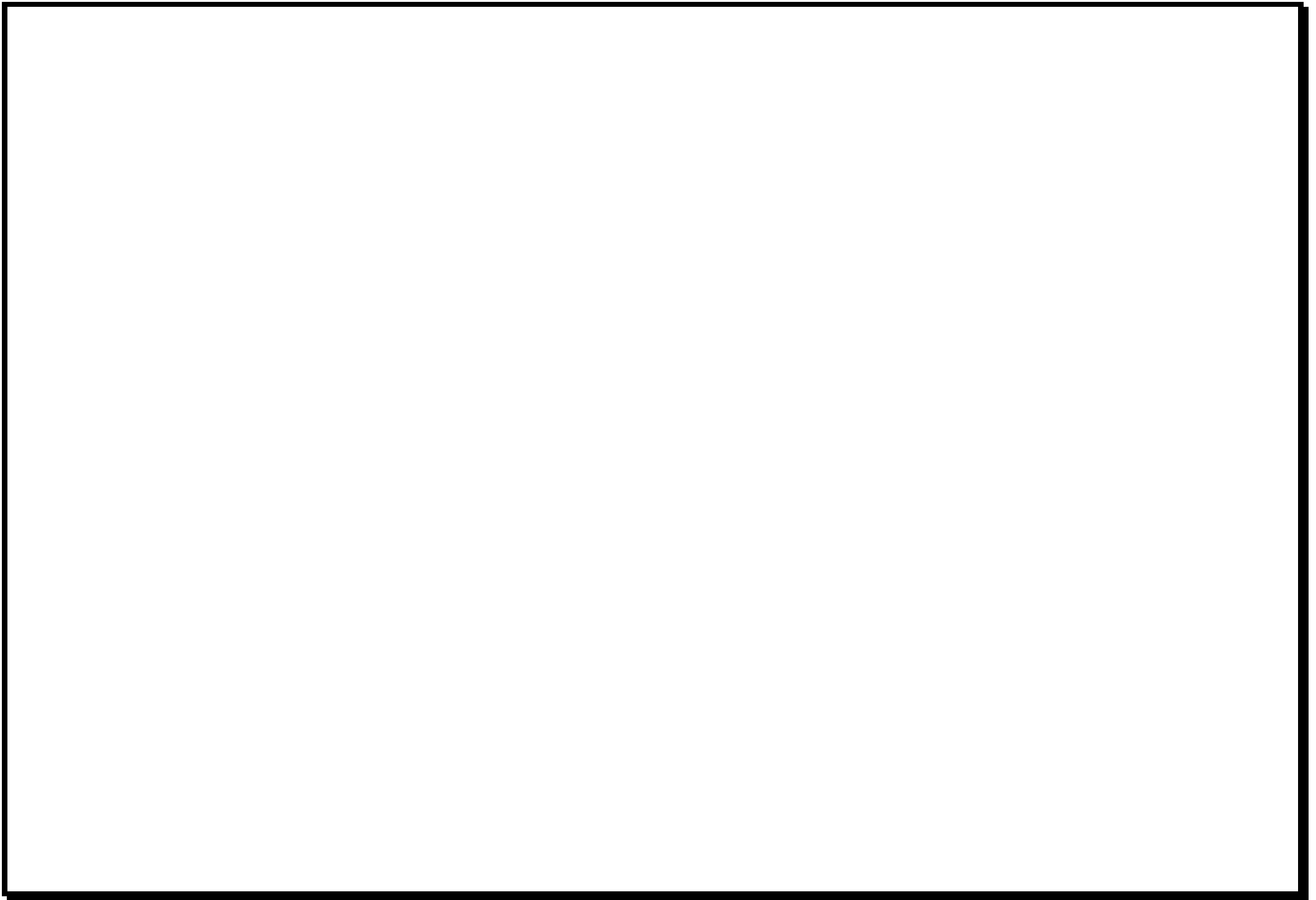
Please see below an overview of the main themes, knowledge, and skills we will be covering this half term.

Enquiry Question	How did early civilisation develop in the Stone Age, Bronze Age and Iron Age?
Significant people	<p><u>School Values (determination)</u></p> <p>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></p> <p>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>
Significant places	<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>
Class Text	<p style="text-align: center;">Stone Age Boy by Satoshi Kitamura</p> 

	<p>One day a little boy is walking along when he trips, stumbles and falls ... into the Stone Age! He meets a girl his own age and her tribe and learns all about their way of life. He watches them make tools, clothes and weapons. He sees how they hunt, fish, cook, celebrate – and even how they paint on the walls of caves. But when a furious cave bear attacks, he wakes up back in his own time where everyone tells him it was only a dream. But was it?</p>
Reading	<p>Domain 2b: To retrieve and record information / identify key details from fiction and non-fiction texts.</p> <p>In Reading, the children will be using the skills of skimming and scanning to retrieve and record information and answer questions from the story Stone Age Boy.</p> <p>Domain 2c: To summarise main ideas from more than one paragraph.</p> <p>They will also be using the skills of summarising the main events within the story.</p>
Writing	<p>In writing this half term, the children will be writing character and setting descriptions based on Stone Age Boy. They will recall the different word classes, as well as generating description using expanded noun phrases and using commas to list adjectives.</p> <p>They will also be writing an informal letter and their own fantasy narratives based on our story. Here the children will focus on the use of conjunctions to link clauses with a sentence.</p>
Maths	<p>Throughout this half term the children will be furthering their place value knowledge by representing, ordering and comparing different numbers. Towards the end of the term the children will be introduced to new written ways of addition and subtraction.</p>
Science	<p>Our science curriculum this half term will engage the children by having the children explore the human body, different skeletons, diets and human nutrition. We will also investigate different types of rocks and discover their purposes and how they were created.</p>
History	<p>This half term the children will be introduced to a new event called the Stone Age. They will understand where this event occurred on a timeline, as well as what everyday life was like for people that lived throughout the Stone Age.</p>

Art	In art this half term the children will research about Bell Beaker pottery. The art lessons will allow the children to explore different clay techniques, which they use to design, make and decorate their own Bell Beaker-style pot.
Music	This half term the children will be playing recorders. They will learn to play different notes on the recorder as well as how to read music. They will learn the name of musical notes and learn how to identify the different ways in which notes are written and how they can be used to determine the length of the note
Computing	This half term the children will design, write & debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems a by decomposing them into smaller parts.
PSHE	<p>This half term the children will look at:</p> <ul style="list-style-type: none"> • How they can be a good friend • How friendships support wellbeing • How to recognise if someone is feeling excluded or lonely • Identifying qualities that lead to good friendships. • How to manage disputes and arguments • Recognising if a friendship is making them feel uncomfortable or unsafe.
RE	This term the children will identify what sharing and being generous means. They will understand the importance of sharing and being generous and look at how they implement it in their lives.
PE	<p><u>Fundamentals</u></p> <p>In this unit, pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing idea.</p> <p><u>Ball Skills</u></p> <p>Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a</p>

	<p>variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p>
--	---



Knowledge Organiser: Class Text

Book Knowledge Organiser - Stone Age Boy by Satoshi Kitamura

Important Information

Plot

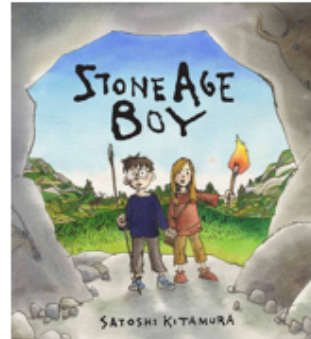
A curious boy is out wandering in the woods one day, when he falls down, down, down. When he wakes up, he finds he is completely lost and has been transported back in time. He walks and walks and finally finds a strange girl, called Om.

Themes

Teamwork, Kindness, Respect, Time travel, Discovery

Setting

The Stone Age Boy emerges in what looks like Upper Palaeolithic France, probably around 25,000 years ago and meets a girl his own age and learns all about her extended family



Name of Book:

Stone Age Boy

Date Published: 2007

Author:

Satoshi Kitamura

Genre:

Children's Literature/
Historical Fiction

Link to Enquiry

The Stone Age Boy goes back in time to the period of the Stone Age where he discovers what life was like for a Stone Age family.

Key Vocabulary

Wandering	Walk or move in an unrushed, relaxed or aimless way.
Stew	A dish of meat and vegetables cooked slowly in liquid.
Striking	Hitting forcibly to produce sparks or fire.
Flint	A hard, sharp, grey and brown rock.
Chipped	The act of cutting bits off a hard material to shape it.
Trimmed	To cut off unwanted parts.
Spearheads	The point of a spear.
Scrapers	Tools used for scraping off dirt or unwanted materials.
Grindstone	A thick disc of stone used for sharpening and grinding/crushing and smoothing materials.
Antlers	Branched horns on the head of an adult deer which are made from bone.
Skinning	To remove the skin from an animal, fruit or vegetable.
Spiking	Using a sharp point to pierce or impale something.
Flickering	Burning or shining unsteadily/shakily.
Archaeologist	A person who studies human history and prehistory by finding and examining things that have been used, made and left behind.

Characters



The Boy

The character who goes back in time

Om

The Stone Age Girl that the boy meets



Om's Family

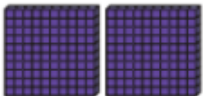
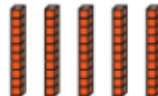

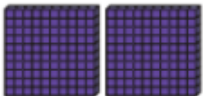
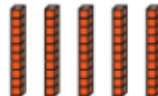

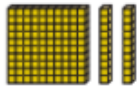
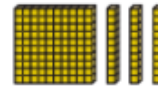
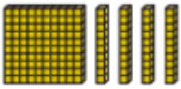
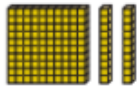
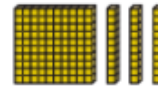
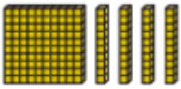
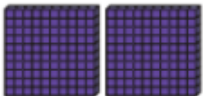
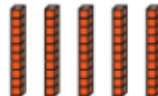

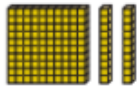
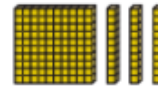
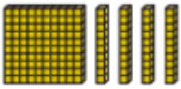
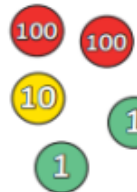

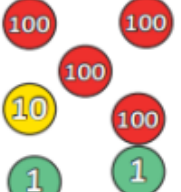
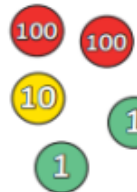

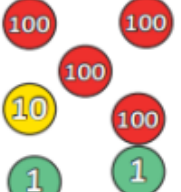
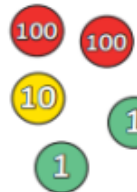

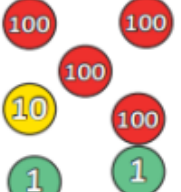

The girl's Stone Age family



The bear

The cave-living animal who scares Om and the boy.

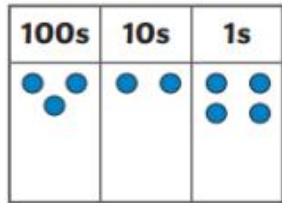
Knowledge Organiser: Maths

Number and Place Value		Knowledge Organiser																			
Key Vocabulary	3-Digit Numbers	10 and 100 More or Less																			
hundreds	256																				
tens	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>two hundred</td> <td>fifty</td> <td>six</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>200</td> <td>50</td> <td>6</td> </tr> </table>	two hundred	fifty	six				200	50	6	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Ten Less</td> <td></td> <td>Ten More</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>120</td> <td>130</td> <td>140</td> </tr> </table>		Ten Less		Ten More				120	130	140
two hundred	fifty	six																			
																					
200	50	6																			
Ten Less		Ten More																			
																					
120	130	140																			
ones		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>One Hundred Less</td> <td></td> <td>One Hundred More</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>212</td> <td>312</td> <td>412</td> </tr> </table>		One Hundred Less		One Hundred More				212	312	412									
One Hundred Less		One Hundred More																			
																					
212	312	412																			
zero																					
place value																					
greater than	Counting in 4s and 8s																				
less than	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>0</td><td>4</td><td>8</td><td>12</td><td>16</td><td>20</td><td>24</td><td>28</td><td>32</td><td>36</td><td>40</td> </tr> </table>	0	4	8	12	16	20	24	28	32	36	40									
0	4	8	12	16	20	24	28	32	36	40											
order	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>0</td><td>8</td><td>16</td><td>24</td><td>32</td><td>40</td><td>48</td><td>56</td><td>64</td><td>72</td><td>80</td> </tr> </table>	0	8	16	24	32	40	48	56	64	72	80									
0	8	16	24	32	40	48	56	64	72	80											
more																					
less		Counting in 50s and 100s																			
partition	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>0</td><td>50</td><td>100</td><td>150</td><td>200</td><td>250</td><td>300</td><td>350</td><td>400</td><td>450</td><td>500</td> </tr> </table>	0	50	100	150	200	250	300	350	400	450	500									
0	50	100	150	200	250	300	350	400	450	500											
digit	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>0</td><td>100</td><td>200</td><td>300</td><td>400</td><td>500</td><td>600</td><td>700</td><td>800</td><td>900</td><td>1000</td> </tr> </table>	0	100	200	300	400	500	600	700	800	900	1000									
0	100	200	300	400	500	600	700	800	900	1000											
																					

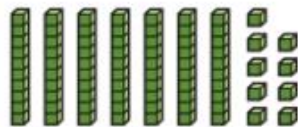
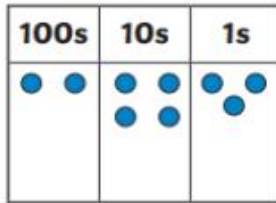
Knowledge Organiser: Maths

Number and Place Value

Compare and Order



$324 > 243$
greater than



$79 < 126$
less than



smallest

497

508

512

521

602

greatest



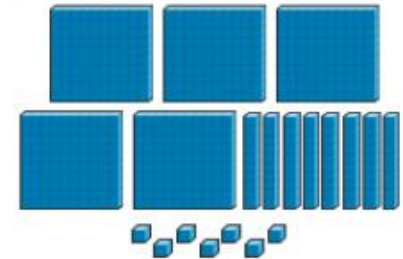
Knowledge Organiser

Represent Numbers to 1000

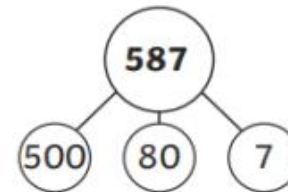
587

five hundred and eighty-seven

Hundreds	Tens	Ones

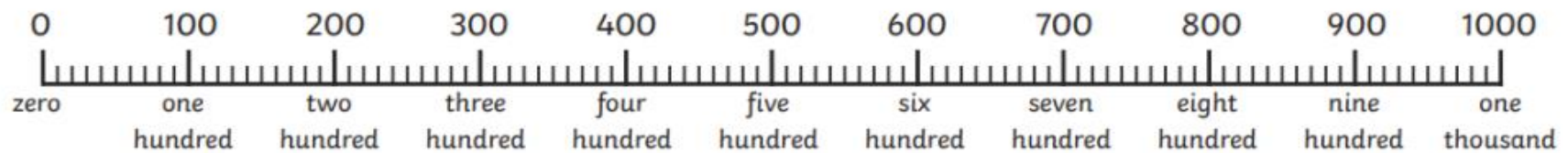


$$500 + 80 + 7$$



Hundreds	Tens	Ones
100 100 100 100 100	10 10 10 10 10 10	1 1 1 1 1 1 1

Numerals and Words to 1000



Knowledge Organiser: History

How did early civilisation develop in the Stone Age, Bronze Age and Iron Age?

Stone Age

Tools and weapons

Tools were made from stone, wood and bone. They were used for digging, hunting and chopping.

Everyday life

Stone Age people were hunter-gatherers. They followed and killed animals and gathered seasonal food. They made clothes from animal skins and created cave art.

Settlements

People lived in temporary shelters or caves in the Palaeolithic. People lived in more permanent settlements in the Neolithic.



Beliefs

People built monuments, including circles, henges and earthworks. Historians believe that they used these monuments for gatherings and worship. End of the Stone Age – The Beaker folk arrived from Europe and brought their knowledge of metalworking and pottery to Britain.

Archeological Evidence

Stonehenge

Stonehenge is a stone circle in Wiltshire, England. It is made of stones from the local area and Wales. The stones line up with the sun during midsummer and midwinter.



Skara Brae

Skara Brae is a Neolithic settlement in the Orkney Islands, Scotland. It has well preserved, interconnected houses made of stone.

Amesbury Archer

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



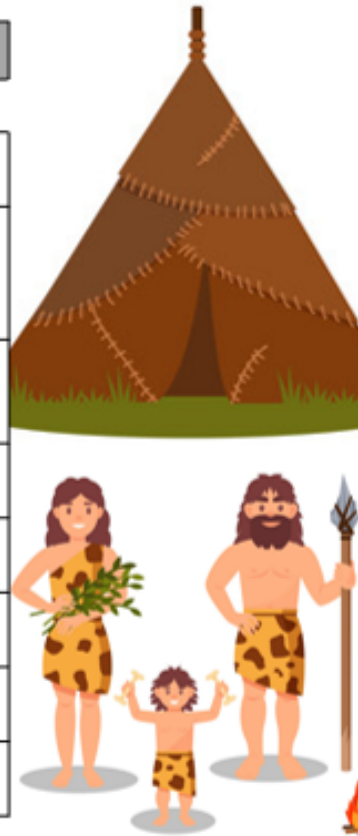
Stone Age			Bronze Age	Iron Age
Palaeolithic c750,000–c10,000 BC Duration: 740,000 years	Mesolithic c10,000–c4000 BC Duration: 6000 years	Neolithic c4000–c2500 BC Duration: 1500 years	c2500–c800 BC Duration: 1700 years	c800 BC–AD 43 Duration: 843 years

How did early civilisation develop in the Stone Age, Bronze Age and Iron Age?

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.
Circa	Abbreviated to 'c' and used before a date to show that the date is approximate. For example, c2500 BC.
Millennium	A millennium is 1000 years. The first millennium AD was AD 1 to AD 1000. The first millennium BC was 1000 BC to 1 BC.
Prehistory	Prehistory is the time before written records were created. In Britain, prehistory ended in AD 43, when the Romans invaded.
Prehistoric	The word prehistoric relates to any object, animal, person or place that existed before written records began.



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.
Celts	A group of people who travelled from Europe and brought their ironworking skills to Britain.
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.

Stone Age

Bronze Age

Iron Age

Palaeolithic

c750,000–c10,000 BC
Duration: 740,000 years

Mesolithic

c10,000–c4000 BC
Duration: 6000 years

Neolithic

c4000–c2500 BC
Duration: 1500 years

c2500–800 BC
Duration: 1700 years

c800 BC–AD 43

Duration: 843 years

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

diet. People who only eat plant parts and products made

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.



Key Vocabulary

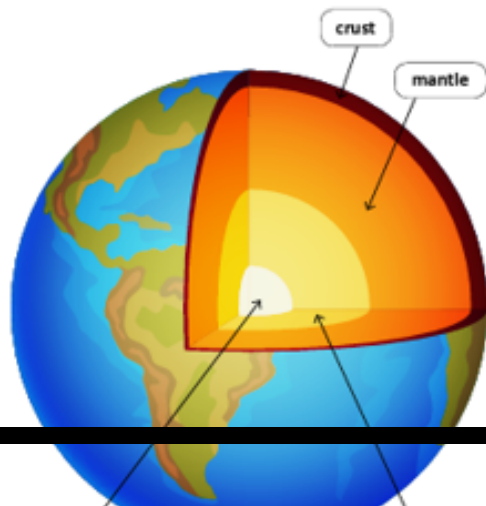
Healthy	In a good physical and mental condition
Nutrients	Substances that living things need to stay alive and healthy
Energy	Strength to be able to move and grow
Saturated Fats	Types of fats, considered to only be eaten in small amounts

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.

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

Sedimentary rocks

Igneous rocks

Metamorphic rocks

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/Geography:

[What was prehistoric Britain like?](#)

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

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

[What is Stonehenge?](#)