



## **Year 3 Curriculum Overview Term 1.1**

### **Teaching Team:**

**Class Teachers:** Miss Payne, Miss Begum and Miss Akhtar

**Teaching Assistant:** Mrs Aftab

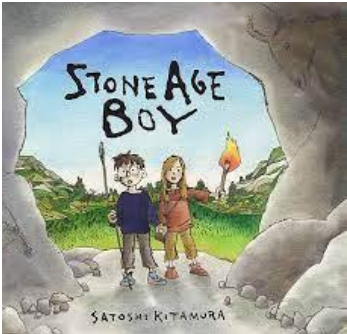
**SLT:** Mrs Sperrin

**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:** Atom Learning is set on Friday to be **completed by Wednesday**.

**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><b>School Values (determination)</b></p> <p><b>Jesse Owens</b> (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>                                                                                                                                                                                                                                                                                                                                              |
| Significant places | <p><b>Stonehenge</b> 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><b>Skara Brae</b> is a remarkably well-preserved Neolithic village site built around 3000 BC.</p>                                                                                                                                                                                                                                              |
| Class Text         | <p><b>Stone Age Boy by Satoshi Kitamura</b></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><b>Domain 2b: To retrieve and record information / identify key details from fiction and non-fiction texts.</b></p> <p>In Reading, the children will be using the skills of skimming and scanning to <b>retrieve</b> and <b>record</b> information and answer questions from the story Stone Age Boy.</p>                                                                                                                                                                                                                                                                                             |
| Writing   | <p>In writing this half term, the children will be writing character and setting descriptions based on <b>Stone Age Boy</b>. They will recall the different word classes, as well as generating description using expanded noun phrases and adding detail with fronted adverbials.</p> <p>They will also be writing their own <b>fantasy narratives</b> based on our whole class text. Here, the children will focus on the use of conjunctions to link sentences.</p> <p>Children will have a great understanding of the writing purpose and impact particular language devices have on the reader.</p> |
| Maths     | <p>Throughout this half term the children will be furthering their <b>place value</b> knowledge by representing, ordering and comparing different numbers. Towards the end of the term, the children will be introduced to new written ways of <b>addition and subtraction</b>.</p>                                                                                                                                                                                                                                                                                                                      |
| Science   | <p>Our science curriculum this half term, will engage the children by having them investigate different types of rocks and discover their purposes, as well as how they were created. We will be testing whether different types of rocks are permeable or impermeable. The children will be using scientific vocabulary when making predictions, observations and conclusions.</p>                                                                                                                                                                                                                      |
| Geography | <p>This half term the children will be introduced to a new topic of settlements. They will be learning about different types of settlements and considering the physical and human features within each. They will also be introduced to features of maps.</p>                                                                                                                                                                                                                                                                                                                                           |
| Art       | <p>In art this half term, the children will research about the work of Andy Goldsworthy. The art lessons will allow the children to explore different clay techniques, which they use to design, make and decorate their own sculpture, inspired by his work.</p>                                                                                                                                                                                                                                                                                                                                        |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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, understanding 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><b>This half term, the children will look at:</b></p> <ul style="list-style-type: none"> <li>• How they can be a good friend</li> <li>• How friendships support wellbeing</li> <li>• How to recognise if someone is feeling excluded or lonely</li> <li>• Identifying qualities that lead to good friendships.</li> <li>• How to manage disputes and arguments</li> <li>• Recognising if a friendship is making them feel uncomfortable or unsafe.</li> </ul>                  |
| RE        | This half 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><b><u>Tag Rugby</u></b></p> <p>This half term the children will be introduced to Tag Rugby, including learning how to possess, pass and receive the ball. They will learn the skill of tagging and develop working with others in a team.</p> <p><b><u>Dance</u></b></p> <p>This half term the children will be introduced to Dance, including learning how to listen to music and respond with appropriate actions, move with expression and sequence movements together.</p> |

## Knowledge Organiser: Class Text

### Book Knowledge Organiser - Stone Age Boy by Satoshi Kitamura

#### Important Information

##### Plot

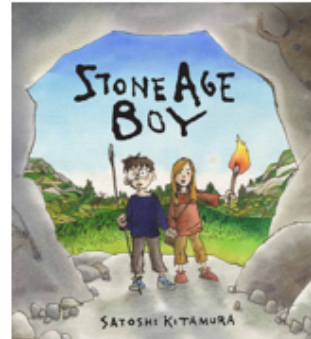
A curious boy is out wandering in the woods one day, when he falls down, down, down. When he wakes up, he finds he is completely lost and has been transported back in time. He walks and walks and finally finds a strange girl, called Om.

##### 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                                                        | <div>256</div>  |                     |                         |  |  |
| tens                                                            |                 |                     |                         |  |  |
| ones                                                            |                 |                     |                         |  |  |
| zero                                                            |                 |                     |                         |  |  |
| place value                                                     |                 |                     |                         |  |  |
| greater than                                                    |                 |                     |                         |  |  |
| less than                                                       |                 |                     |                         |  |  |
| order                                                           |                 |                     |                         |  |  |
| more                                                            |                 |                     |                         |  |  |
| less                                                            |                 |                     |                         |  |  |
| partition                                                       |                 |                     |                         |  |  |
| digit                                                           |                 |                     |                         |  |  |
| <div><div>B</div><div>Birchfield<br/>PRIMARY SCHOOL</div></div> |                 |                     |                         |  |  |
|                                                                 |                 |                     |                         |  |  |

## Number and Place Value

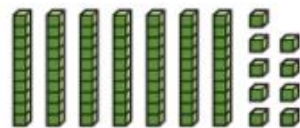
## Knowledge Organiser

### Compare and Order

| 100s                                                                              | 10s                                                                               | 1s                                                                                |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|  |  |  |

324 > 243  
greater than

| 100s                                                                              | 10s                                                                               | 1s                                                                                 |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|  |  |  |



79 < 126  
less than



smallest

497

508

512

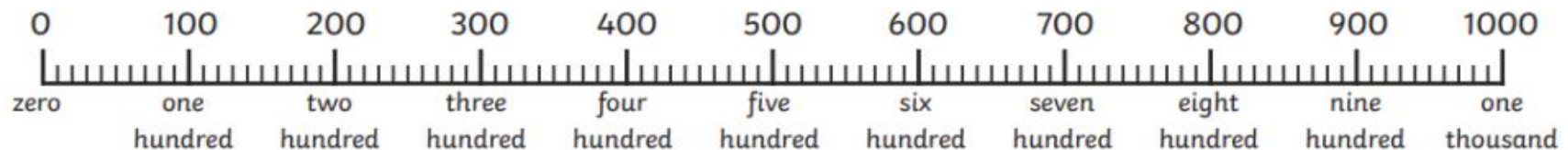
521

602

500

600

### Numerals and Words to 1000

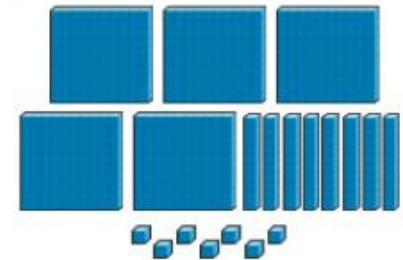


### Represent Numbers to 1000

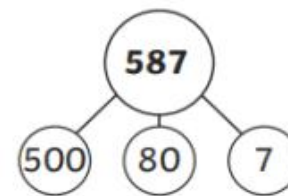
587

five hundred and eighty-seven

| Hundreds                                                                            | Tens                                                                                | Ones                                                                                |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |



$$500 + 80 + 7$$



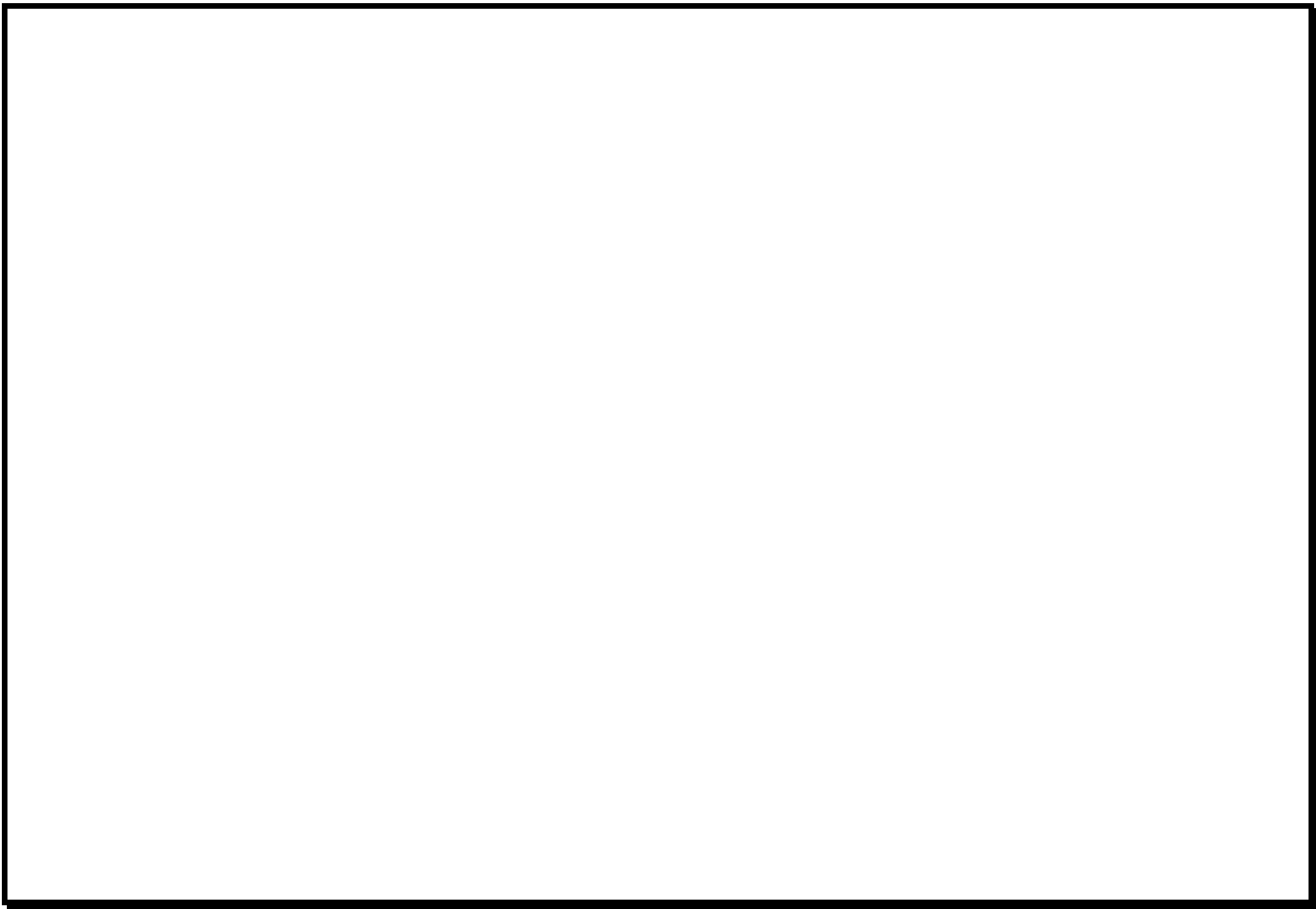
| Hundreds                                                                                                                                                                                                                                                          | Tens                                                                                                                                                                                                                                                                                                                                                     | Ones                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br><br> | <br><br><br> | <br><br><br><br> |

### Key Vocabulary

|  |                                                                                 |
|--|---------------------------------------------------------------------------------|
|  | Another word for farming. The process of growing crops and/or breeding animals. |
|  | Areas that countries or states                                                  |



| Symbol                                                                                | Meaning   |
|---------------------------------------------------------------------------------------|-----------|
|  | Motorway  |
|  | Main road |

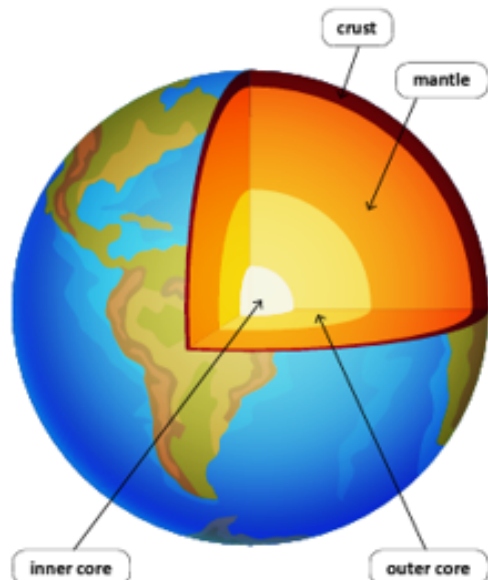


# Knowledge Organiser: Science - Rocks

## 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



### 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.                                                                 |

# 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 | Types of Rock](#)

## Geography:

<https://www.bbc.co.uk/bitesize/topics/zvd3jfr/articles/zrcyvwx#zjq9kty>