Birchfield PRIMARY SCHOOL

Year 3 Curriculum Overview
Term 1.2

Teaching Team:

Class Teachers: Miss Akhtar, Miss Hipkiss and Miss Fareed

Teaching Assistant: Mrs Aftab

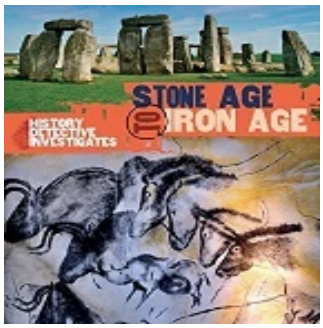
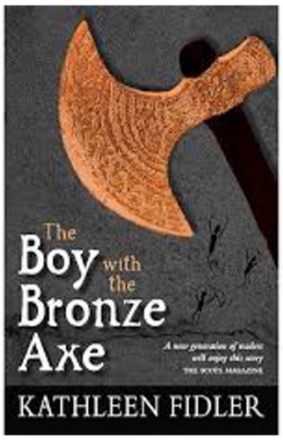
SLT: Mrs Sperrin

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: Home is set on Friday and is expected to be completed by the following **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	**School Values (resilience)** **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. **History** 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. **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.
Significant places	**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. **Skara Brae** is a remarkably well-preserved Neolithic village site built around 3000 BC.
Class Texts	***The History Detective: Stone Age to Iron Age The boy with the Bronze Axe***  

Reading	**We will be covering the following reading domains:** **2a – Give / explain the meaning of words in context.** This will see the children using the text to decipher what new words mean. **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. **2d- Make inferences from a text/ explain and justify inferences with the evidence from the text.** This will involve the children using their prior knowledge as well as evidence to make inferences based on a variety of texts.
Writing	We will be focusing on **informal letter** based on elements of our class text. The children will learn about writing in first person, using informal language and the organisational features of an informal letter. We will also 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. 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.
Maths	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**. 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.

	Alongside this the children will look at the difference between grouping and sharing multiples of 3, 4 and 8.
Science	Throughout this half term the children will learn about the topic of **'animals including humans'** by looking at what is needed to create a healthy, balanced diet as well as why vitamins are important to humans. They will also learn about how to compare different animal diets and learn about the skeleton and know the function of each part.
History	Throughout this half term, the children will explore what life was like in the **Stone Age, 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	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.
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. 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. 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.
RE	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.
PE	The children will cover game sense invasion this term. The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing, moving and shooting. Pupils will learn how to keep possession and eventually score to win a modified game.

Knowledge Organiser: Class Text

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

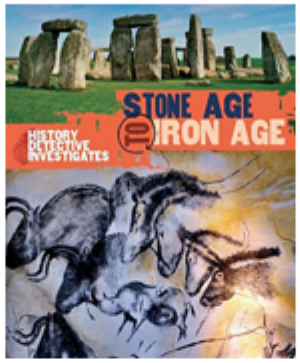
Important Information

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.

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?



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 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

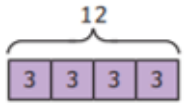
- times tables
- sharing
- grouping
- equal groups
- multiple
- multiply by
- divide by
- array
- fact families
- regrouping

Birchfield Primary School

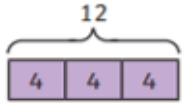
Sharing and Grouping

$12 \div 4 = 3$

12 counters are shared equally between 4 children.



12 counters are grouped into packs of 4.



Multiples of 2, 4 and 8

2	4	6	8	10	12	14	16	18	20	22	24
4	8	12	16	20	24	28	32	36	40	44	48
8	16	24	32	40	48	56	64	72	80	88	96

Doubling the 2 times table is equal to the 4 times table. Doubling the 4 times table is equal to the 8 times table.

Multiplication and Division Facts (3, 4 and 8 multiplication tables)

3 x Tables

$1 \times 3 = 3$	$3 \div 3 = 1$
$2 \times 3 = 6$	$6 \div 3 = 2$
$3 \times 3 = 9$	$9 \div 3 = 3$
$4 \times 3 = 12$	$12 \div 3 = 4$
$5 \times 3 = 15$	$15 \div 3 = 5$
$6 \times 3 = 18$	$18 \div 3 = 6$
$7 \times 3 = 21$	$21 \div 3 = 7$
$8 \times 3 = 24$	$24 \div 3 = 8$
$9 \times 3 = 27$	$27 \div 3 = 9$
$10 \times 3 = 30$	$30 \div 3 = 10$
$11 \times 3 = 33$	$33 \div 3 = 11$
$12 \times 3 = 36$	$36 \div 3 = 12$

4 x Tables

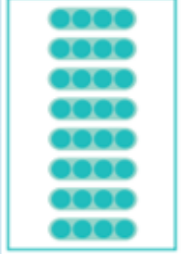
$1 \times 4 = 4$	$4 \div 4 = 1$
$2 \times 4 = 8$	$8 \div 4 = 2$
$3 \times 4 = 12$	$12 \div 4 = 3$
$4 \times 4 = 16$	$16 \div 4 = 4$
$5 \times 4 = 20$	$20 \div 4 = 5$
$6 \times 4 = 24$	$24 \div 4 = 6$
$7 \times 4 = 28$	$28 \div 4 = 7$
$8 \times 4 = 32$	$32 \div 4 = 8$
$9 \times 4 = 36$	$36 \div 4 = 9$
$10 \times 4 = 40$	$40 \div 4 = 10$
$11 \times 4 = 44$	$44 \div 4 = 11$
$12 \times 4 = 48$	$48 \div 4 = 12$

8 x Tables

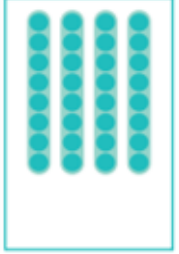
$1 \times 8 = 8$	$8 \div 8 = 1$
$2 \times 8 = 16$	$16 \div 8 = 2$
$3 \times 8 = 24$	$24 \div 8 = 3$
$4 \times 8 = 32$	$32 \div 8 = 4$
$5 \times 8 = 40$	$40 \div 8 = 5$
$6 \times 8 = 48$	$48 \div 8 = 6$
$7 \times 8 = 56$	$56 \div 8 = 7$
$8 \times 8 = 64$	$64 \div 8 = 8$
$9 \times 8 = 72$	$72 \div 8 = 9$
$10 \times 8 = 80$	$80 \div 8 = 10$
$11 \times 8 = 88$	$88 \div 8 = 11$
$12 \times 8 = 96$	$96 \div 8 = 12$

Fact Families

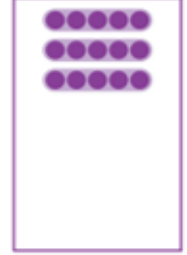
$4 \times 8 = 32$, $32 \div 8 = 4$



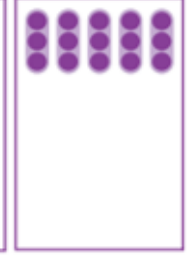
$8 \times 4 = 32$, $32 \div 4 = 8$



$5 \times 3 = 15$, $15 \div 3 = 5$



$3 \times 5 = 15$, $15 \div 5 = 3$



Related Calculations

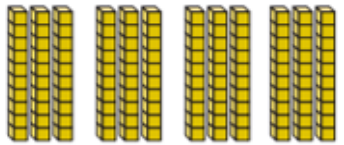
$3 \times 4 = 12$



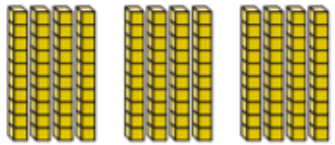
$4 \times 3 = 12$

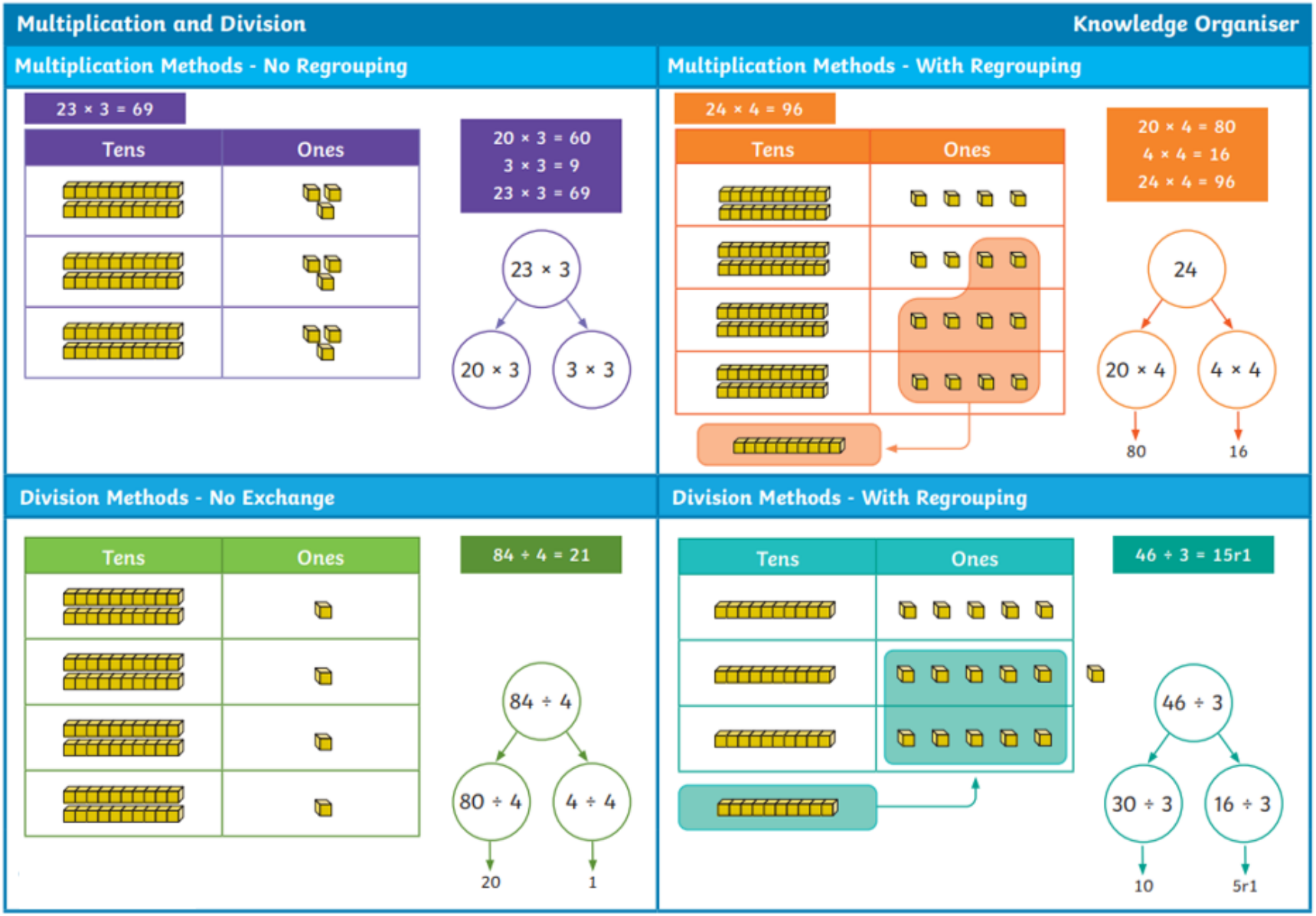


$30 \times 4 = 120$



$40 \times 3 = 120$





Knowledge Organiser: Science - Animals including Humans.

Animals including Humans: Animals and the Nutrition System

Knowledge Organiser: History

Knowledge Organiser – Through the Ages

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.

Bronze Age

c2500–c800 BC
Duration: 1700 years

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 – 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.

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 **Thursday** 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

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?