



ENGLISH (writing)

Story Writing-Using Stone age Boy, we will be developing characters and settings through descriptive language, experimenting with inverted commas for speech and writing in the first and third person. Children will also develop story structure, making beginnings interesting and capturing the reader's interest.

Instructions: Reading and writing instructions. We will **share the story** of 'How to Wash a Woolly Mammoth'. We will **explore** a range of imperative verbs and prepositions, as we experiment with the language structure, organisation and presentation of the non-fiction genre of instructions.

Poetry: Based on the poem by Spike Milligan 'On the Ning Nang Nong', we will be writing our very own Stone Age poetry, using rhyme and rhythm. We will think about the power of language and generate our own noun phrases before we use our **creative expression** to perform the final versions of our work.

#making connections #share a story #creative expression

MATHS

Place Value: Become secure in using hundreds, tens and ones, represent, compare and order numbers and object to 1000 and use number lines. Add and subtract 1, 10 and 100 from any number. And count in 50's

Addition and Subtraction: Add and subtract numbers mentally, including a three digit number and tens' ones and hundreds. Add and subtract numbers with up to three digits using formal written methods. Estimate answers and use inverses to check and solve problems including missing number problems.

Multiplication and Division: Count in 4, 8, 50 and 100. Recall and use multiplication and division facts for 3, 4 and 8 times tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know. Solve problems relating to these skills.

#resilience #explore #investigate

HISTORY

During this term, we will find out about life in Britain from the Stone Age to the Iron Age. We will travel back to prehistoric times and plot the significant eras on a timeline, developing an appreciation of the passage of time by **making connections** to other known events in history and our own personal lives. We will delve into the daily lives of early man throughout these periods and focus on the elements of continuity and change within and across them. We will **share stories** throughout the term, such as 'How to Skin a Bear', 'Stone Age Boy', 'How to Wash a Woolly Mammoth' and 'The Boy with the Bronze Axe'. Throughout the unit we will be turning into history detectives as we **explore** the question of how we can possibly know what it was like so many years ago, before written records. We will look at ancient archaeological sites (Stonehenge, Skara Brae, Maiden Castle...) and discover how archaeologists piece together primary sources from the past to reveal the hidden secrets of our prehistory. #making connections #share a story

ENGLISH (reading)

The main focus for this term is Decoding; As we **Share stories** as a class, children will develop fluency, using punctuation, appropriate intonation and expression. They will develop confidence in reading aloud as well as developing strategies to work out the meaning of the word whilst **making connections** to develop their vocabulary. Reading in this term will also develop a more independent approach to retrieving information about a text and identifying and using the features of a text to help them. Some of the books we will be reading as a class are:

The Wild Way Home – Sophie Kirtley

The First Painting – Mordicai Gerstein

Stone Age Boy – Satoshi Kitamura

Pebble in my Pocket – Meredith Cooper & Chris Coady

Stone Girl, Bone Girl – Laurence Anholt

#share a story #making connections

SCIENCE

Light and Shadows – The children will recognise that they need light in order to see things and that dark is the absence of light. They will recognise that shadows are formed when the light from a light source is blocked by a solid object and find patterns in the way that the size of shadows change.

Rocks, Fossils and Soils

Children will learn to name and sort the main categories of rocks, gaining an understanding of how they are formed. Children will also learn how soils are formed, **making connections** with their previous learning about Rocks. They will also be able to explain how fossils are formed.

#investigate #justify # making connections

GEOGRAPHY

We will begin our Geography unit by **sharing the story** of 'The Boy with the Bronze Axe', which is set in the ancient Stone Age village of Skara Brae, Orkney. Using atlases and maps of differing scales, we will locate ancient archaeological sites in the UK. We will also use the map key and compass points to provide further geographical information. Aerial photographs and plan view maps will be studied to **investigate** what these sites look like today.

We will **explore** where ancient beasts lived around the world, naming continents and oceans, using terms such as equator, hemisphere and poles and thinking about the climate of an area in relation to its position on Earth. Early humans only had natural resources at their disposal and we will consider which they used and which are still used in modern-day UK.

#Share a story #investigate #explore

Perspectives

Explore

Share a Story

Investigate

Connections

Resilience

Creative
Expression

Enterprise

Justify



Year 3 – Autumn – Stones and Bones

Was life really so awful in prehistoric times?



PSHE

Every term we will discuss and reflect how to stay safe (including e-safety) and recognise and discuss a range of emotions and strategies to cope with different feelings.

Shared responsibility: Children will find out about their local communities and communities they have **connections** with. They will consider the **perspectives** of others less fortunate than themselves and work on an **enterprise** project to raise money for a charity.

Economic responsibility: Children will learn about the value of money, how much things cost and how we pay for things. They will **make connections** with previous learning about people less fortunate and how we can help them.

#resilience #perspectives #making connections #justify

ART

EXPLORE & DEVELOP: Making a **'Wild beasts' Connection**, Children will draw inspiration from the Fauvist Artists, Stone-age art and from first hand observation of wild animal photos.

DRAWING: Children will begin to more accurately record line and shape, **exploring** a variety of dry materials. They will also develop real life observation as they **create** 'Wild' Self-portraits.

PAINT: Children will **investigate** earth tones as they **explore** cave art and contrasting and complimentary colours as they **explore** the Fauvists.

#creative expression #Explore #investigate

COMPUTING

Every term we develop e-safety awareness and the basic knowledge and skill required to access the computing curriculum.

Digital Literacy – Text: Begin to refine and improve work by using the spelling/grammar checker and thesaurus.

Digital Literacy – Presentation: Create a presentation using Powerpoint changing the layout and background of slides and adding images.

Animation – Children will explore animation software to create their own animation clips

MUSIC

Being the most complex of the percussion instruments, children will develop attention and listening skills as they work towards their end of term performance. They will investigate all parts of this tuned instrument and compose longer and extended musical patterns also developing their own solo piece. Children will layer, voices and musical patterns to create a piece of music. They will develop their musical vocabulary and understanding as they learn note names and internalise pitch and tempo. Children will also listen to a range of classical music, focussing on identifying their instrument; the Xylophone

#explore #creative expression #resilience

RE

SACRED BOOKS: We **share stories** within the Bible, Torah and Qu'ran and discuss how they help to influence followers' lives. We will also **make connections** as we learn some of the similarities between the three sacred books.

FESTIVALS OF LIGHT: By looking at a range of celebrations including Diwali, Hannukah and Christmas we will learn about the purpose of celebration and have some awareness of key similarities and differences between religions.

#perspectives #justify

DESIGN

Structures- Children will draw upon previously learned knowledge from Year 2, about castles, to aid them in the design process of this project. They will design, make and evaluate a strong, stable castle using a range of techniques and nets to make 3D shapes for various features of their castle. Finally, they will test the effectiveness of their designs, as a teaching tool for the current Year 2 children learning about castles.

**#makingconnections #investigate #resilience #justify
#creativeexpression**

PE

Net and Wall: Develop racquet and ball control, hitting and aiming skills and returning the ball.

Gymnastics: Combine arm actions with skips/leaps/steps/jumps & spins in travel. Develop skills of balancing, jumping, rolling and travelling and put movements together to create a sequence in a group.

Invasion Games: Pass/ throw/ dribble the ball. Make a series of passes to team-mates and move towards scoring area. Begin to send and receive more confidently. To apply basic principles suitable for attacking and defending in an invasion game. **#resilience #creative expression**

SPANISH

We will begin to learn Spanish by listening to and joining in with a range of games and songs. We will learn how to introduce ourselves, say our name and goodbye, along with numbers up to twenty. Language Nut will also be used to assist with reading words and to aid our pronunciation.

#explore #share a story #making connections

ENHANCEMENT & CELEBRATION

Families and friends will be invited into school to join Y3 as they host their annual MacMillan Coffee Morning.

All of KS2 will be performing a Christmas Carol Service at Wigan Parish Church, where carols both old and new will be performed and audience participation is most welcome.

Perspectives

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