

Digging Up The Past

Throughout our learning journey we strive to provide a wide range of **possibilities** which will help our children to develop aspirations and promote **independence** for their future lives. We are **ambitious**.

Creativity underpins all areas of learning in our curriculum. We want children to be **enthusiastic** and innovative and to develop these qualities through all subjects, not just the arts. We are imaginative.

The **community** provides a wealth of learning opportunities. Our curriculum uses these, and we strive to instil a sense of pride in our children and develop them as **kind** and **confident** citizens. We are **respectful**.

Learning Journey Showcase

Our learning journey showcase will be an opportunity to share how Year 3 unearthed the past by becoming news reporters. The children will take on a range of roles including reporters, eyewitnesses and historians to share their news reports and diary entries. The children will do this by sharing their information and research of past historical Stone Age events such as the discovery of fossils and key events landmarks which date back to this time. The children will also present a gallery of their cave painting artwork inspired by Banksy. We hope after this showcase, Year 3 will have a solid understanding of how life has developed and changed over time.

The main **Class Texts and Poems** for this theme are:

Fiction:

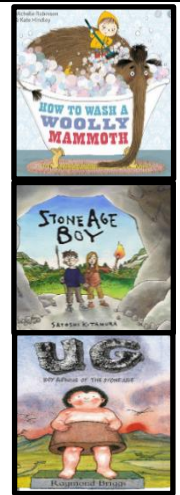
- How to Wash a Woolly Mammoth – Michelle Robinson and Kate Hindley
- Stone Age Tales, The Great Storm - Terry Deary
- Stone Age Bronze Age! Mick Manning and Brita Granstorm
- A Stone Age Boy – Satoshi Kitamura
- Ug: Boy Genius Of The Stone Age And His Search For Soft Trousers by Raymond Briggs

Non-Fiction:

- Changes in Britain from the Stone Age to the Iron Age – Early British History
- How to live Like A Stone Age Hunter – Hungry Tomato
- Wheel I Never – Raintree

Poem:

- I was born in the Stone Age – Michael Rosen



During this theme we will develop as

Mathematicians

We will focus on:

- calculation strategies
- place value
- graphs
- addition and subtraction
- length and perimeter

We follow the **Mathematics Mastery** scheme of learning, supplemented by White Rose.

Speakers, readers and writers

We will create:

- news reports
- poems
- instructions
- setting descriptions
- character descriptions

We follow the **Spelling Shed** scheme of learning to develop our spelling knowledge and understanding.

Scientists

We will become archaeologists and palaeontologists and learn about:

- different rocks
- how fossils are formed
- the formation of soil

Geographers

We will find out about the UK and learn about:

- the human and physical features around the UK
- counties in the UK
- the capital cities within the UK



<p>Theologians (RE)</p> <p>We will discuss:</p> <ul style="list-style-type: none"> • Christianity / Islam / Judaism and they believe? • Why do some people believe God exists? • Do we need to prove God's existence? <p>We will follow the <u>Doncaster Agreed syllabus</u> for RE</p>	<p>Historians</p> <p>We will go back to prehistoric times to find out about:</p> <ul style="list-style-type: none"> • life in the Stone Age • how Britain changed between the Stone Age and the Iron Age • prehistoric times and how they compare to life now
<p>Linguists</p> <p>We will be introduced to French and learn:</p> <ul style="list-style-type: none"> • basic greetings • basic questions • French phrases for members of our family <p>We follow the <u>Salut</u> scheme of learning for Modern Foreign Languages</p>	<p>Citizens (PSHE)</p> <p>We will begin by looking at the units 'Being Me in My World' and 'Celebrating Difference'. During these units we will think about:</p> <ul style="list-style-type: none"> • their goals and rewards • actions & consequences • bullying and how we can be a kind citizen <p>We follow the <u>JIGSAW</u> scheme of learning for PSHE.</p> <p>This is not a statutory subject and schools have the flexibility to decide on their own content, based on their context.</p>
<p>Artists</p> <p>As Artists, we will be:</p> <ul style="list-style-type: none"> • imitating the work of Banksy • creating stencils • explore painting and printing techniques 	<p>Designers (DT)</p> <p>As Designers we will create a shell structure to preserve food by:</p> <ul style="list-style-type: none"> • researching • designing • making • evaluating
<p>Musicians</p> <p>We will begin to learn to play the recorder and focus on:</p> <ul style="list-style-type: none"> • the song 'Let Your Spirit Fly' • the RnB genre • traditional Christmas carols and hymns <p>We follow the <u>Charanga</u> scheme of learning for music.</p>	<p>Users of technology (Computing)</p> <p>We will learn about:</p> <ul style="list-style-type: none"> • how to stay safe online • how to send email • coding to programme movable objects and pictures <p>We follow the <u>Purple Mash</u> scheme of learning for computing.</p>
<p>Athletes</p> <p>We will focus on field and strike games and learn skills such as passing and receiving in the games:</p> <ul style="list-style-type: none"> • cricket • tennis <p>We follow the <u>IPEP</u> scheme of learning for PE</p>	<p>Spiritual, Moral, Social and Cultural (SMSC) citizens</p> <p>We will focus on:</p> <ul style="list-style-type: none"> • how to be a good British Citizen • our cultural • our historical past <p>We follow the <u>JIGSAW</u> scheme of learning for PSHE, which incorporates SMSC.</p>
<p>Some subjects do not link directly to the theme and will therefore be taught discretely.</p>	
<p>To develop the children's understanding of the theme we will hold a Stone Age Day</p>	
<p>Key dates and school events that link to this theme include A Stone Age Day</p>	
<p>These are just some of the areas which we will cover when we explore the theme; the list is not exhaustive. There will be opportunities to develop other subjects and there will also be occasions when children will lead the direction of the curriculum through their questioning.</p>	



Year 3 Autumn Term Theme Map



If you would like any further information about your child's learning then please do not hesitate to get in touch with the class teacher.