

Digging Up The Past

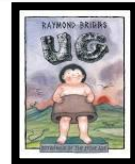
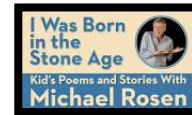
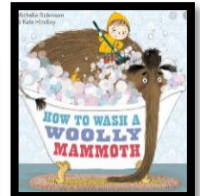
Learning Journey Showcase

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:

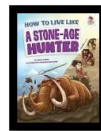
Fiction:

- 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

Picture Book

- The First Drawing – Mordicai Gerstein

During this theme we will develop as

Mathematicians

As mathematicians, the children will focus on:

- Number sense and exploring calculation strategies
- Place value
- Graphs
- Addition and subtraction
- Length and perimeter

We follow the **Mathematics Mastery** scheme of learning.

Speakers, readers and writers

During the Autumn term, the children will write:

- Instructions
- Diary Entry
- Setting Description
- Journalistic Report
- Narrative
- Letter

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

Scientists

As scientists, the children will learn about:

- Rocks and fossils
- The Human skeletal system (including muscles)

Geographers

As geographers, the children will be finding out more about the UK. We will:

- Identify the countries of the UK
- Locate different counties that the UK is made up of
- Use OS maps to identify human and physical features of different areas
- We will look in more detail at the county of South Yorkshire

<p><u>Theologians (RE)</u></p> <p>As theologians, the children will discuss:</p> <ul style="list-style-type: none"> • What different people believe about God <p>We will follow the <u>Doncaster Agreed syllabus</u> for RE</p>	<p><u>Historians</u></p> <p>As historians, the children 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><u>Linguists</u></p> <p>As French linguists, the children will cover the following units:</p> <ul style="list-style-type: none"> • Core Vocabulary - core Unit 1 (Autumn 1) • Core Vocabulary - core Unit 2 (Autumn 2) <p>We follow the <u>Salut</u> scheme of learning for Modern Foreign Languages.</p>	<p><u>Citizens (PSHE)</u></p> <p>The children 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 • Recognising how it feels to be happy, sad or scared and to be able to identify when other people are feeling these emotions. • Actions & consequences • Working cooperatively with a g • 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><u>Artists</u></p> <p>As artists, the children will be:</p> <ul style="list-style-type: none"> • Cave painting • Imitating the work of Banksy • Using a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects • Using light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence • Becoming increasingly confident in creating different effects and textures with paint according to what they need for the task • Beginning to choose appropriate media to work with • Printing simple pictures using different printing techniques • Increasing awareness of mono and relief printing by using printing blocks • Demonstrating experience in 3 colour printing • Replicating patterns from observation 	<p><u>Designers (D&T)</u></p> <p>As designers, we will make a pop-up fact book:</p> <ul style="list-style-type: none"> • Researching existing products • Designing our own products • Making their products using a range of tools, materials and equipment • Sharing and evaluating their products
<p><u>Musicians</u></p> <p>As musicians, the children will listen to a range of songs, sing and play instruments.</p>	<p><u>Users of technology (Computing)</u></p> <p>As users of technology, the children will learn about:</p> <ul style="list-style-type: none"> • Online Safety

<p>We will focus on the following units:</p> <ul style="list-style-type: none"> • Let your Spirit Fly – RnB style • Glockenspiel Stage 1 <p>We follow the <u>Charanga</u> scheme of learning for music.</p>	<ul style="list-style-type: none"> • Coding • Email <p>We follow the <u>Purple Mash</u> scheme of learning for computing.</p>
<p>Sports People</p> <p>As athletes, the children will focus upon Strike, Net and Field Games in Autumn 1. Our unit is called Striking and Exploring. We will learn to:</p> <ul style="list-style-type: none"> • Vary the speed and direction of a ball • Describe what is successful in their own and other’s play • Be able to strike a ball with some accuracy • Develop understanding of distance and power when striking <p>End Of Unit Celebration Event: Class Competition</p> <p>For Autumn 2 we will focus upon Invasion Games. Our unit is called Passing For Possession. We will learn to:</p> <ul style="list-style-type: none"> • Use the inside of the foot to pass the ball • Gauge the power/speed needed for a pass • Develop different ways to throw – roll, chest, bounce, one handed shoulder pass • Scan for space when travelling • Work as a team to create space • Intercept a pass • Work collaboratively <p>End of Unit Celebration Event: Class Match</p> <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>	
<p>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.</p>	