Year 3 Autumn 2: Hunter Gatherers

Curriculum connections





English

Write

Write a language poem using similes, alliteration and personification, and a range of adjective noun phrases. Plan, innovate, draft and write a portal story with a historical setting and historical characters.

Write an information text about a historical animal from the stone age period.

Research factual information to plan and draft a non-chronological report.

Organise information using paragraphs and subheadings. Grammar

Write in the first person and use the past tense accurately. Use adverbs of time and expanded noun phrases to describe. Use further prefixes and suffixes and understand how to add them to root words accurately.

Extend sentences by using a wider range of conjunctions including: when, if, because, although.

Reading Spine text

The Lion, the Witch and the Wardrobe

History

Stone Age Hunter Gatherers: 800,000 BC - 2,500 BC

Understand what a timeline shows.

Place the three periods of the Stone Age on a timeline. Explain how tools have changed from prehistoric times to

the present day.

Explain the significance of Stonehenge.

Describe daily life in a Stone Age village, exploring the role of different members of the community. Explain the significance of the shift from hunting and gathering to farming.

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Maths

Use written methods to calculate addition and subtraction involving numbers up to 1000.

Understand the role of exchange when using written methods accurately.

Identify the inverse relationship between addition and subtraction to make estimates and check calculations. Use bar models, visuals and manipulatives to answer worded

problems and explain their learning using mathematical vocabulary.

Revise multiples of 2, 5 and 10 to strengthen understanding and fluency.

Develop an understanding of multiplying numbers by 3, 4 and 8. Use arrays and visuals representations of groups to multiply and divide.

Art

Hunter gatherers: Cave paintings

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Draw accurately from observation, using and talking about use of line and tone.

Draw from imagination and memory.

Annotate sketches to explain and elaborate ideas.

Have opportunities to talk about what art is, where it can be found

and why it exists – across time and cultures.

Discuss the storytelling aspect of cave art.

Get ideas for art from real objects, from the indoor and outside environment.

Work effectively to make art on their own as well as in a group. Be able to talk about choices they've made in art, what they like about these and evaluate their work.

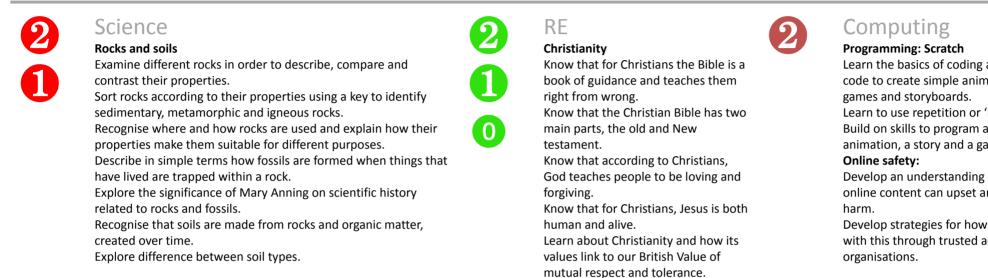




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Communication and tactics

Know what makes an effective team focusing on creating simple team tactics, leadership and effective communication.

Football

Develop skills of passing and receiving to keep possession and create space Identify the importance of defending together to stop an opposition.

Music

Starting to learn recorder Learn to play notes B, A, G. Practise songs using the Charanga website. Learn to compose own basic tune and record it on a stave.

PSHF

Celebrating difference

Families and their differences. Family conflict and how to manage it (child-centred). Witnessing bullying and how to solve

it.

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Recognise how words can be hurtful. Give and receive compliments. Character trait: Autonomy

Learn the basics of coding and use code to create simple animations. Learn to use repetition or 'loops'. Build on skills to program an animation, a story and a game.

Develop an understanding of how online content can upset and cause

Develop strategies for how to deal with this through trusted adults and

Spanish

Desavuno café Order a selection of typical foods, drinks and snacks from a Spanish menu. Perform a simple role play ordering food. drink and/or snacks in a Spanish café using useful language such as 'hello', 'can I have...', 'the bill please'. 'thank you' and 'goodbye'.