

YEAR 3 AUTUMN 1 TERMLY OVERVIEW

BRAVE NEW WORLD – OVERVIEW							
Imagine if... we travelled back to the Stone Age							
WEEK	ONE (3 days) 4.9.24	TWO 9.9.24	THREE 16.9.24	FOUR 23.9.24	FIVE 30.09.24	SIX 7.10.24	SEVEN (4 days) 14.10.24
Thinking like an author...	Library Introduction to dictionaries and thesauruses	Journey – exploring the text What do the images from a book tell me about the story? What are the feelings of the main character? What are my thoughts and the thoughts of others about the book? How can I use images to retell a story? What could a character/s be saying and why?	Journey What is an adverb and what is its function? To write an extended piece of writing How can I improve my piece of writing by proofreading? How can I improve my piece of writing by editing? How are different types of writing structured and why?	Journey How are different types of writing structured and why? How can make my sentence more persuasive? Can we identify and understand the vocabulary used in different types of writing? How can I change the words I use to be more persuasive? How has the language, structure and presentation of the text contributed to its meaning?	Journey How am I going to organise my thoughts and ideas for a piece of writing? Can I persuade someone to buy my product? How can I improve my piece of writing by proofreading? How can I improve my piece of writing by editing? How can I capture the interest of my reader?	Journey Can I identify and understand how different types of writing are structured? Can I plan a script for a persuasive piece of writing? Can I write a script for a persuasive piece of writing?	Journey How can I improve my piece of writing by proofreading? How can I improve my piece of writing by editing?
Thinking like a scientist...		Are all rocks the same? Outcome: To be able to identify naturally occurring rocks and discuss their uses.	How could this rock have been formed? Outcome: To be able to discuss the rock cycle and how each type of rock is formed.		How are fossils formed? Outcome: to be able to explain how fossils are formed.	What is soil made of? Outcome: To know what elements make up soil and be able to identify different types of soil	
Thinking like a designer...				Design a stone age tool What will you use to create your stone age tool? Why? Outcome: Children to explore and design their own tool based on those in the stone age.	Create a Stone Age Tool Can you evaluate your design – is there anything you could do differently to make your design more effective? Outcome: Children create their own tool from their design.		
Thinking like an historian...	Travel to the Stone Age – entry point Reinforce links to brave new world, first known people in our world. ‘You are now stepping into our brave new world’.	Timeline LI: Can I order historical events on a timeline? Outcome: To be able order events on a timeline for prehistory and understand	Dwellings LI: How did people live in the Palaeolithic and Mesolithic times? Outcome: To be able to discuss and compare similarities and differences between the 2 periods and give opinions.	Tools LI: Why were tools so important to Stone Age people? Outcome: To understand how tools were made and the importance of them for	Hunter-gatherer LI: Can I explain what hunter-gatherers are? Outcome: to be able to explain what hunter gatherers were and discuss		

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	<p>C Chalix to discuss her role as an archeologist, and the importance of artefacts.</p> <p>Outcome: Children will be able to reflect on the questions that they wanted answering and what else they want to know. And how archeology plays a part.</p>	that timelines can be split in BC and AD.		the lives of Stone Age people.	how the roles and way of life compares to ours today.		
PHSE	Being Me (1 st day)	Being Me	Being Me	Being Me	Being Me	Being Me	LYFTA: Relationships: families and friendships, diverse families; what makes a family, features of family life
Music	Singing 3 Little Birds				Natural composition Grinding, stomping, rocks, claps		Performances
PE	Pickleball/Dodgeball	/Pickleball/Dodgeball	/Pickleball/Dodgeball	Pickleball/Dodgeball	Pickleball/Dodgeball	Pickleball/Dodgeball	Pickleball/ Dodgeball
Maths	Counting and Times tables activities	Place Value Represent numbers to 100 Partition numbers to 100 Number line to 100 Hundreds	Place Value Represent numbers to 1000 Partition numbers to 1000 Flexible partitioning of numbers to 1000 Hundreds, tens and ones Find 1, 10 or 100 more or less	Place Value Number line to 1000 Estimate on a number line to 1000 Compare numbers to 1000 Order numbers to 1000 Count in 50s	Addition & Subtraction Assessment of prior learning activities Apply number bonds within 10 Add and subtract 1s Add and subtract 10s	Addition & Subtraction Add and subtract 100s Spot the pattern Add 1s across a 10 Add 10s across a 100 Subtract 1s across a 10	Addition & Subtraction Subtract 10s across a 100 To make connections To add 2 numbers no exchange To subtract 2 numbers no exchange
Guided Reading		The Sheep Pig Ch 1-2	The Sheep Pig Ch 2-3	The Sheep Pig Ch 4	The Sheep Pig Ch 5	The Sheep Pig Ch 6	The Sheep Pig Ch 7
Spelling		Revise - Suffixes from Year 2 ('-s', '-est', '-er', '-ed', '-ing') Revise prefix un-' Teach prefix 'dis-'	Learn Strategies for learning words: Words from statutory and personal spelling lists - 5 words from the statutory list <u>library, woman, women, island, group</u> Revise/Teach - Strategies at the point of writing: Have a go	Teach/Practise/Assess Rarer GPCs: words with the /ei/ sound spelt 'ei' (<i>vein</i>), 'eigh' (<i>eight</i>), 'aigh' (<i>straight</i>) or 'ey' (<i>they</i>) <u>reign, weight, eight, eighth, straight</u>	Strategies for learning words: words from statutory and personal spelling lists Teach Homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>)	Practise Homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>)	Class Teachers to use assessment to reteach spellings not embedded based on half termly assessment.
EMA/Handwriting	EMA & English presentation contract	Seating, grip & letter formation	Ladder family of letters – i, u, l, t, y, j	One-armed robot letters – n, m, r, k, h, b, p	One-armed robot letters – c, a, d, g, o	One-armed robot letters – q, e, s, f	One-armed robot letters – z, v, w, x

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Class Read	<p>Fiction :</p> <ul style="list-style-type: none"> • Stone Age Boy • Ugg • Boy with a bronze axe (Oak) • Twits <p>Non-Fiction:</p> <ul style="list-style-type: none"> • The Earth beneath our feet, <p>Poems: The worlds greatest space Cadett</p> <ul style="list-style-type: none"> • Seasons 4 p 38 • How to be your teachers favourite p 23 • School Library p 21 • For my friend p 2 						
Outdoor Learning opportunities and trips			Forest School		Forest School		Forest School