



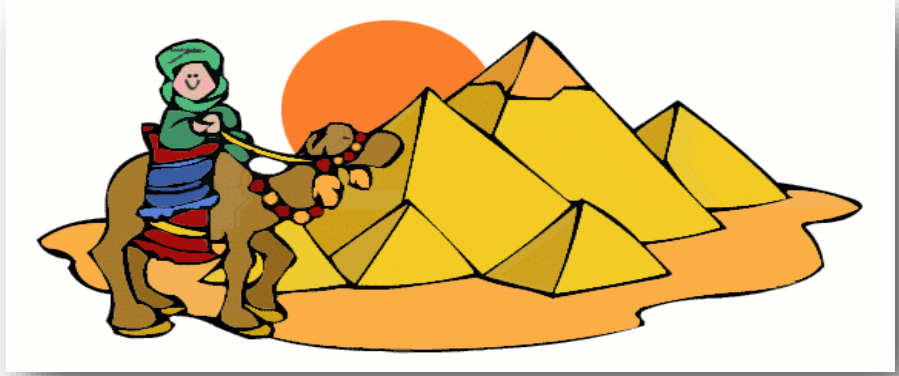


# Year 3 2023-2024

Autumn		Spring		Summer
<b>Prehistoric World - Stone Age to Iron Age</b> 	<b>What are mega-diverse countries?</b> 	<b>Invaders &amp; Settlers– Romans</b> 	<b>Exploring Bulgaria</b> 	<b>Who were the Ancient Egyptians?</b> 
<p>Year 3 will journey across millions of years of pre-history and be immersed in the prehistoric world, exploring and questioning how palaeontologists and archaeologists find out what the world was like millions of years ago. They will discover and explore dinosaurs, early man and Ice Age animals, as well as investigating what life was like in Britain from the Stone Age to the Iron Age.</p>	<p>Year 3 will discover weird and wonderful plants of the world as they find out about flora in all seven continents. They will locate continents and countries on a world map, identify climate zones and biomes (and the plants that grow in them), explore ways in which humans use plants and much more.</p>	<p>Year 3 will learn about the Roman invaders and settlers who came to Britain. They will learn about everything they need to know about the rise of Roman Britain, opposition from the Celts, the legacy that was left behind when they went home and much more.</p>	<p>They will begin by learning where Bulgaria is in the world, and then discover the physical geography of the country. Children will explore the country's many famous cities and landmarks, and immerse themselves in the culture of Bulgaria.</p>	<p>As historians, Year 3 will understand and become more familiar with the ancient Egyptian civilisation. From mummification to the River Nile, they will find out all about life in ancient Egypt and what we can learn from the evidence the ancient Egyptians left behind.</p> <p>As geographers, Year 3 will explore the geography of ancient Egypt, including the location of Egypt on map, exploring the geographical features of the River Nile and using information about Egypt and ancient Egyptian sites to plan a holiday in Egypt!</p>



# Year Three- Autumn One

## The Prehistoric World- Stone Age to Iron Age



Learning-  
Wisdom &  
Endurance

### History

(† - Endurance, Wisdom, Thankfulness, Service and Koinonia) (BV—Mutual Respect) (Articles 7, 13, 17, 24, 27, 28) (Sustainable Development Goal 4)

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### Science

(† - Creation) (BV—Mutual Respect) (Article 29) (Sustainable Development Goal 13)

The Stone Age people were recognised and often categorised in such cartoons as The Flintstones for their use of tools and weapons made from a variety of rocks. As **scientists** we will be exploring **rocks** in our environment and finding out how they are formed by working scientifically on a variety of quick challenges and longer tasks to learn about rocks. This topic covers the properties and uses of rocks, the rock family, soils and finally fossils.

### The Arts (Articles 29 and 31)

Year 3 will begin by reading the first story in the book: 'Vincent's Starry Night', which is a wonderful book explaining the history of art from prehistoric to modern times. Year 3 will then experiment with different media e.g. oil pastels, coloured crayons, skin tone pencils etc to mix different browns. Children will learn the difference between a tint, tone and shade when painting and how to create these. This will all be documented in their sketchbooks. This task allows children to build upon their knowledge of colour mixing, enhancing their toolkit, further.

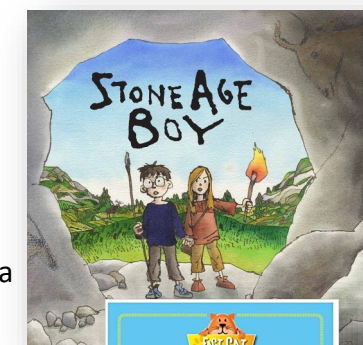


### English

Year 3 will first look at what makes a piece of writing interesting and engaging for the reader, before keeping this information in mind when writing their own version of 'Stone Age Boy'.

Year 3 will also write an explanation on 'How did humans in the Stone Age collect their food?'

During comprehension, Year 3 will focus on the book, 'Stone Age Boy' and a variety of information and explanation texts based on the Stone Age and Iron Age.





# Stand alone units

Learning–  
Wisdom &  
Endurance

## RE

(† - Service, Trust, Hope, Friendship, Peace, Reverence) (BV—The Rule of Law) (Articles 12, 13, 14)

**'What is the Bible's 'Big Story' and what does it reveal about having faith in God?'**

As Philosophers we will be:

- Understanding how the Bible came into being.
- Understanding some stories from the old and new testament.
- Explaining what the metanarrative of the Bible is for Christians.
- Understanding how and why the Bible is important for Christians and other people.
- Understanding what Christians mean by the word 'faith'.
- Understanding what 'faith' means to me.
- Understanding some examples in The Bible of people who showed faith and how their lives inform the lives of believers.



## PSHE

(† - Koinonia, Peace, Justice, Friendship, Love, Endurance and Compassion) (Articles 2, 12, 13, 14, 15) (BV -Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of Those of Different Faiths and Beliefs)

**Being Me in My World**

- Setting personal goals,
- Self-identity and worth Positivity in challenges Rules,
- rights and rights respecting actions,
- Rewards and consequences Responsible choices,
- Seeing things from others' perspectives



## Maths (Article 29)

## Problem Solving and Reasoning

As **Mathematicians** we will be:

- Understanding about number facts and place value
- Understanding adding and subtracting across 10 and numbers to 1000



Throughout our learning we will deepen our knowledge by reasoning and problem solving investigations.

## English

Write a **Free Verse poem** -own version of 'Wide Open' but instead of magic sight, their subject is magic hearing. Children consider the structure of their poem and how this will impact the way it is read and understood



## PE (Articles 24, 29 and 31)

As **athletes** we will be:

- ⇒ **Tag rugby**- Passing, catching and evading an attacker
- ⇒ **Cricket**- bowling, batting, wicket keeping & accuracy



## Spanish (Article 30)

- I alfabeto (*alphabet*)
- ¡Hola! ¿Cómo te llamas? (Greetings & introduce themselves)
- Números (numbers)
- ¿Dónde vives? (where do you live?)

## Music (Articles 29 and 31)

As **musicians** we will be:

- Basic musical concepts: stave, musical notes, crotchet and crotchet rest.
- Dynamics: *forte* and *piano*
- Tempo: slow and fast
- Quaver, pair of quavers and quaver rest.
- Active listening: classical repertory.





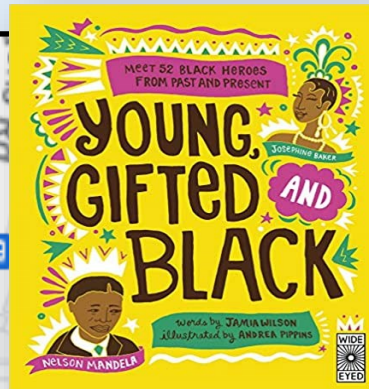
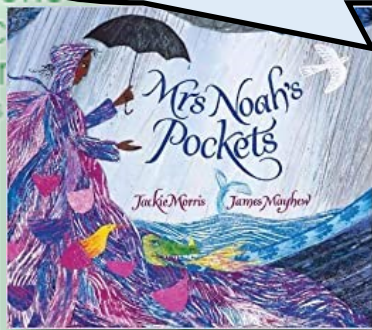


# Year Three- Celebrating Our Community Fornight



Learning-  
Wisdom &  
Endurance

Comprehension lessons based on the books **Young, Gifted & Black** by **Jamia Wilson** and **Mrs Noah's Pockets**- magical story which explores new beginnings, care for nature and, above all, home.



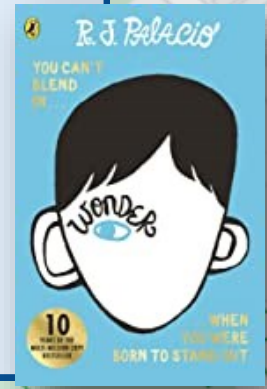
## PSHE

(† - **Justice, Koinonia, Friendship, Thankfulness, Service, Peace, Love, Compassion, Trust, Humility** ) (Articles 2, 13 19, 12, 30) (BV - **Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of Those of Different Faiths and Beliefs**)

### Celebrating Differences

- Families and their differences,
- family conflict and how to manage it (child-centred),
- witnessing bullying and how to solve it,
- recognising how words can be hurtful, giving and receiving compliments.

**No Outsiders:** Born with a terrible facial abnormality, Auggie has been home-schooled by his parents his whole life. Now, for the first time, he's being sent to a real school - and he's dreading it. All he wants is to be accepted but can he convince his new classmates that he's just like them, underneath it all?



**DT ( BV - Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of Those of Different Faiths and Beliefs) (Articles 2, 19, 12, 13, 14, 30)**

As **design technicians** we will be researching and making a traditional dish. Year 3's theme is Egypt:

- Egyptian hummus with flat breads
- Salata Baladi
- Garlic, Yoghurt and Cucumber salad
- Ghorayebah – butter cookies

**English** lessons will be based around key books helping the children to learn, grow, discuss, and begin to create a future that resolves differences, which works perfectly alongside the PSHE lessons they will also do that week too. This exploration of difference helps children learn to respond in a kind and equal way to everyone, regardless of shape, size, age, physical and mental ability, gender, ethnicity, beliefs, language, culture, background, and so on.

The focus this year is based around these books:

- Get festive with *Let's Celebrate!* (Debjani Chatterjee & Brian D'arcy). This exciting anthology of poems celebrates festivals all over the world. From Chinese New Year to Carnival, from Thanksgiving to Holi, and from Purnima to Diwali. with explanations of the festivals at the back of the book, and with colourful and atmospheric illustrations by Shirin Adl. Year 3 will explore, write and perform celebration poetry. Revise word classes and prepositions for time, place, cause.
- *Mrs Noah's Garden*– this magical story from the creators of *Mrs Noah's Pockets* explores new beginnings, care for nature and, above all, home. Year 3 will practice sentence structure using the book as inspiration.



## Let's Celebrate!

To round off our fun-filled week, on **Friday 10<sup>th</sup> November**, we will be holding a special event in celebration of our wonderful, diverse community. All families are invited to bring in a dish that represents their culture to share with others. The celebration will take place in the halls of both sites and will be an exciting opportunity for you to see a selection of the work the children have completed over the week. Our PTFA will be running a 'Koinonia Kafe' to keep you all hydrated as you enjoy the festivities!

Our week will begin with **Odd Socks Day on Monday 30<sup>th</sup> October**. This is a fun way to open conversations around diversity and differences and how we can learn from each other in exciting ways.

