



Term: Spring	Year: 2020/21	Teachers: Miss Hill	Year Groups: 3
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## TOPIC: The Stone Age

### Religious Education

We will be following an Understanding Christianity unit called People of God. Our main investigations will be to:

- Make clear links between the story of Noah and the idea of covenant.
- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
- Make links between the story of Noah and how we live in school and the wider world.

### Seasonal Enrichment

**Easter celebrations**  
**St Ives Feast Day**

### PE

#### Dance

Use body control and flow of movement to create a dance based on our learning of life during the Stone Age. Give feedback to others and use ideas from others to improve our own performance.

#### Invasion games

When the weather allows we will continue to enjoy playing Capture the Flag outside.

### ART AND DESIGN

We will produce art inspired by our learning about the Stone Age. We will make natural dyes, weave and study cave paintings.

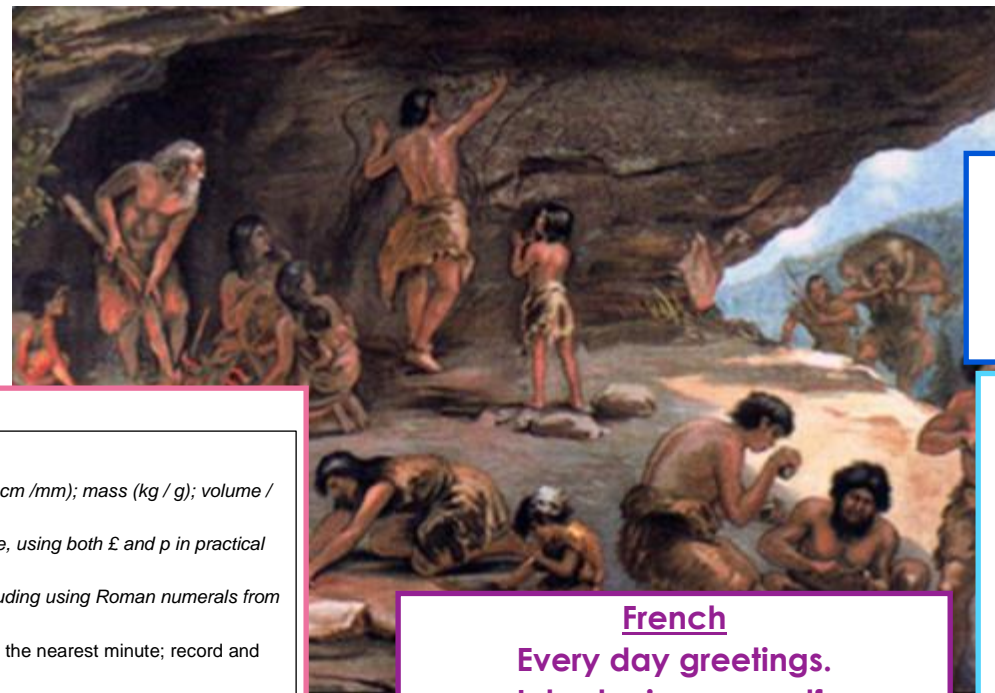
### GEOGRAPHY

We will learn about different types of settlements, land use and how the natural resources of a location are used. We will use our knowledge of the Stone Age to look at prehistoric settlements and also look at our local modern environment by investigating St Ives and Cornwall.

### English & Spelling / Grammar

Our class read for the start of the Autumn term will be *My Dad's a Birdman* by David Almond..

Our narrative writing will be based on *Stone Age Boy* by Satoshi Kitamura, and we will also be writing instructions based on *How to Wash a Mammoth* and a holiday brochure to advertise our local environment.



### HISTORY The Stone Age

We will look at how people lived in the Stone Age – how they ate, what they wore and where they lived.

### MATHS

#### Strand: Number and place value

##### Addition and subtraction

- add and subtract numbers mentally,
- add and subtract numbers with up to three digits
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

##### Fractions

- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ]
- compare and order unit fractions and fractions with the same denominator
- solve problems that involve all of the above.

##### Multiplication and division

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers
- solve problems, including missing number problems, involving multiplication and division including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

#### Strand: Measurement

- measure, compare, add and subtract: lengths (m / cm / mm); mass (kg / g); volume / capacity (l / ml)
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m. / p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events, [for example, to calculate the time taken by particular events or tasks]

#### Strand: Statistics

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

#### Strand : Geometry

- draw 2-D shapes, and make 3-D shapes
- recognise that angles are a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

### French

**Every day greetings.**  
**Introducing yourself.**  
**Listening to and taking part in French rhymes and stories.**

### SCIENCE Rocks!

We will:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter.

**SPIRITUALITY**  
**50 experiences**  
**School Values**  
**Class reflection**  
**Class collective worship**

### **BRITISH VALUES**

How communities help each other in times of adversity.

News that affects us – Covid / Brexit