



Girton Glebe Primary School Curriculum Organiser

Lime Class (Y3) – Autumn Term 1

Key Skills

History skills

Sequence dates and information from several historical periods on a timeline.

Ask well composed historical questions about aspects of prehistory.

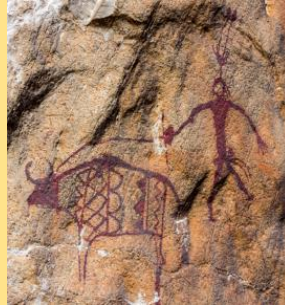
Make deductions and draw conclusions about the reliability of a historical source or artefact.

Use a range of sources to find out about a period, observing small details to draw conclusions.

Identify reasons for and results of people's actions during prehistoric periods in Britain.

Through the Ages

Britain from the Stone to the Iron Age



Key Vocabulary

Archaeologist	Archaeology	artefact	barrow
cremate	flint	fortified	harpoon
monument	peat	prehistory	tribe

Key Knowledge

Prehistory

Prehistoric Life

Human prehistory begins with humans appearing and ends when written records. Archaeologists use artefacts and cave art, as well as buildings and burial sites, to discover more about how prehistoric people lived.

The Stone Age

The Stone Age can be divided into three periods: the Palaeolithic, the Mesolithic, and the Neolithic. Early humans used tools made from wood and bone and led a nomadic lifestyle. By the Neolithic period, farming and keeping animals became part of life, so people stayed in one place for much longer. At this point, humans used a range of stones to make tools for hunting, farming and everyday life.

The Bronze Age

In the Bronze Age people started to make tools and weapons from bronze. Most people lived in villages or farms. As farms expanded, communities began to compete for space, leading to fights. Bronze villagers lived in roundhouses with a central fireplace and a roof of animal skins and thatch.

The Iron Age

During this time, people began using iron to make weapons and tools. Iron was cheaper, stronger and lighter than bronze. Celtic people from Europe settled in Britain. People now lived in tribes and fought against each other for land and goods. Hill forts were built for defence.



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<p>English:</p> <p>In English, we will be focusing our work on two fantastic picture books: <i>How to Wash a Woolly Mammoth</i> and <i>The Stone Age Boy</i>. These link well with our Tribal Tales topic and will give us the opportunity to learn about instructional writing, and to explore narrative writing in the form of historical fiction.</p> <p>In English we will cover the following skills:</p> <ul style="list-style-type: none">• Conjunctions to express time• Fronted adverbials and adverbs of time• Prepositions of time and place• Punctuating direct speech• Suffixes and prefixes• Learning to read independently.• Dictionary skills and expanding vocab.• Making predictions and retrieving information from a text.• Explaining and summarising things we read.• Making inferences.• Performing (including performing poetry).	<p>Science:</p> <p>This half term we will be working on the topic: Plants, Roots and Shoots.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none">• To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers• To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant• To investigate the way in which water is transported within plants• To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	<p>Maths:</p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p>Number – Place Value:</p> <ul style="list-style-type: none">• count from 0 in multiples of 3, 4, 5, 8, 50 and 100; find 10 or 100 more or less than a given number• recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)• compare and order numbers up to 1,000• identify, represent and estimate numbers using different representations• read and write numbers up to 1,000 in numerals and in words• solve number problems and practical problems involving these ideas <p>Number – Addition and Subtraction:</p> <p>Add and subtract numbers using concrete objects, pictorial representations and mentally, including:</p> <ul style="list-style-type: none">• two two-digit numbers• a three-digit number and ones• a three-digit number and tens• a three-digit number and hundreds• recognising and using the inverse relationship between addition and subtractions and using this to check calculations and solving missing number problems
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<p>PSHE: In PSHE we will explore Being Me in my World:</p> <p>We will cover the following:</p> <ul style="list-style-type: none"> • recognising when I feel calm and what helps me to feel calm. • Understanding facial expressions and how these help us to gauge others' feelings. • Understand why rules are important and how they relate to rights and responsibilities. • Know how to make others feel valued. • To make responsible choices and take actions. • To work cooperatively in a group. 	 <p>Girton Glebe Primary School</p>	<p>R.E: The topic this half-term will be Hinduism.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. • Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. <p>Computing: This half term's topic will be iJam.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Recording a drumbeat onto GarageBand. • Using filters to choose their sounds. • Knowing what music production means.
<p>Art/DT: This term, we will be delving into cave art, its importance and how we can make our own cave art today! In DT, we will be learning how to build clay bowls using pinch, coil and pattern techniques.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Improve mastery of art & design techniques, including drawing and painting, with a range of materials (e.g., pencil, charcoal, paint) • Stencilling simple pictures to create the effect of movement. 	<p>French: Our French topic this term will be 'Getting to know you'.</p> <p>During this topic we will cover:</p> <ul style="list-style-type: none"> • Saying hello for different times of the day. • Introducing oneself to someone else and asking another person their name. • Using 'Comment ça va?' to ask how someone is. <p>Music: Our topic this term will be 'Percussion'.</p> <p>During this topic we will cover:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music 	<p>PE: In PE children will get involved with Netball and Handball.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Throwing and catching with increasing accuracy including when moving. • Developing passing and moving and play with the footwork rule in netball. • Developing skills of attacking and defending. • Applying these skills to small sided games.



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