



Girton Glebe Primary School Curriculum Organiser

Lime Class (Y3) – Autumn Term 2

Key Skills History skills

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

Ask well composed historical questions about aspects of prehistory.

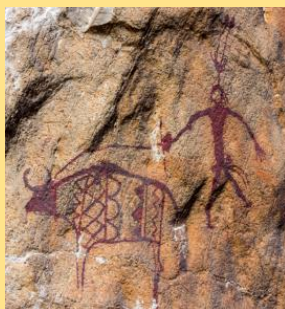
Make deductions and draw conclusions about the reliability of a historical source or artefact.

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 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.

Key Vocabulary

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



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<p>English:</p> <p>In English, we will be finishing our work on <i>The Stone Age Boy</i> and will then be focusing our work on the book 'Krindlekrax' by Philip Ridley. We will use this to develop our fictional and descriptive writing before writing newspaper reports.</p> <p>In English, we will focus on:</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.• Developing a formal style and understanding of when to change our writing for audience and purpose.	<p>Science:</p> <p>This half term we will be working on the topic: Light and Shadow.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none">• Recognising that we need light in order to see things and that dark is the absence of light.• Noticing that light is reflected from surfaces.• Recognising that light from the sun can be dangerous and that there are ways to protect our eyes.• Recognising that shadows are formed when the light from a light source is blocked by a solid object.• Finding patterns in the way that the size of shadows change.	<p>Maths:</p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <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">• Adding two 3-digit numbers.• Subtracting a 3-digit number from a 3-digit number.• Estimating answers to additions and subtractions.• Developing checking strategies.• Problem solving with the above. <p>Number – Multiplication and Division:</p> <p>Multiplying and dividing numbers using concrete objects, pictorial representations and mentally, including:</p> <ul style="list-style-type: none">• Understanding that multiplication is equal grouping.• Multiplying and dividing by 2,3,4 and 8.• Understanding divisibility.• Learning related facts between multiplication and division.• Problem solving linked to the above.
<p>PSHE:</p> <p>In PSHE we will explore Celebrating Differences:</p> <p>We will cover the following:</p> <ul style="list-style-type: none">• accepting that everyone is different.		<p>R.E:</p> <p>The topic this half-term will be Sikhism.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none">• Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship,



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- Including others when working and playing.
- Knowing how to help if someone is being bullied.
- Trying to solve problems.
- Using kind words.
- Knowing how to give and receive compliments.



- pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
 - Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
 - 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.

Computing:

This half term's topic will be **iProgramme**.

During this topic we will cover the following skills:

- Using games to learn key coding skills.
- Learning how to use the coding language 'Blockly' to introduce key programming elements such as steps, loops, basic logic and functions such as 'if' statements
- Progressing onto using code to create 'Spirograph' style artwork.

Art/DT:

This term, we will be designing, making and evaluating clay pots using pinch, coil and pattern techniques. We will then be moving on to designing and making brooches based on Bronze Age and Iron Age ceremonial shield designs.

During this topic we will cover the following skills:

French:

Our French topic this term will be 'Les Animaux' .

During this topic we will cover:

- Recognising, recalling and spelling animals in French with their current article/ determiner.
- Understanding that articles/ determiners have more options in French than they do in English.

PE:

In PE children will get involved with **yoga** and **gymnastics**.

During this topic we will cover the following skills:

- Copying, remembering, repeating and exploring gymnastic actions with consistent control, co-ordination, quality and clarity.



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- Understanding how well products have been designed and made and what materials have been used and the construction technique.
- Generate, develop, model and communicate their ideas through discussion and annotated sketches.
- Selecting a wide range of tools for making their product.
- Evaluating ideas and products against their own design criteria and consider the views of others to improve their work.

Music:

Our topic this term will be '**Percussion**'.

During this topic we will cover:

- 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

- Selecting and linking gymnastic actions fluently into longer movement phrases.
- Working safely with a range of hand, small and large apparatus.