



Lime

Girton Glebe Primary School Curriculum Inquiry

Class (Y3) – Autumn 2

<p>English:</p> <p>In English, we will be focusing our work on the fantastic picture book <i>The Stone Age Boy</i>. This will give us the opportunity 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). 	<div>Where we are in time and place</div> <div>Central Idea: Lives may change through the discovery of new materials.</div> <div>Lines of Inquiry: An inquiry into how changes over time can influence beliefs and values (change) An inquiry into the difference in lifestyles between now and the Stone Age? (perspective) An inquiry into why the past is important (responsibility)</div> <div>Key Vocabulary</div>				<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> <ul style="list-style-type: none"> • Add and subtract numbers using concrete objects, pictorial representations and mentally, including: <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
<p>Key Concepts:</p>	<p>Archaeologist</p>	<p>Archaeology</p>	<p>barrow</p>	<p>artefact</p>	<p>Approaches to Learning:</p>



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<ul style="list-style-type: none">• Change• Perspective• Responsibility	cremate	flint	harpoon	prehistory	<ul style="list-style-type: none">• Thinking skills: evaluation and forming decisions• Social Skills: inter-personal, respecting others• Self-Management Skills: organizational and goal setting
	monument	peat	tribe		

Line of Inquiry: An inquiry into how changes over time can influence beliefs and values (change)

In this Line of Inquiry, we will cover the following skills:

In PSHE we will explore **Celebrating Differences:**

We will cover the following:

- accepting that everyone is different.
- 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.

In RE the topic this half-term will be Sikhism.

During this topic we will cover the following skills:

- Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.

Line of Inquiry: An inquiry into the difference in lifestyles between now and the Stone Age? (perspective)

In this Line of Inquiry, we will cover the following skills:

In History:

This half term we will look at Through the Ages. This will focus on Britain from the Stone Age to the Iron Age.

- To explore how archaeologists use artefacts and cave art, as well as buildings and burial sites, to discover more about how prehistoric people lived.
- To investigate how early humans used tools made from wood and bone and led a nomadic lifestyle.
- To find out about the Neolithic period and how farming and keeping animals became part of life, so people stayed in one place for much longer.
- To investigate how humans used a range of stones to make tools for hunting, farming and everyday life.
- To find out about how people in the Bronze Age started to make tools and weapons from bronze.
- To explore how 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.
- To investigate how Celtic people from Europe settled in Britain. People now lived in tribes and fought against each other for land and goods.



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- 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.

Line of Inquiry: An inquiry into why the past is important (responsibility)

In this Line of Inquiry, we will cover the following skills:

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:

- 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.



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<p>Music:</p> <p>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>French:</p> <p>Our French topic this term will be ‘Les Animaux’ .</p> <p>During this topic we will cover:</p> <ul style="list-style-type: none"> • 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. 	<p>PE:</p> <p>In PE the children will be developing Handball and Yoga skills.</p> <p>Handball:</p> <ul style="list-style-type: none"> • To their understanding of fair play and honesty. • To develop their understanding of the attacking and defending principles on invasion games. • To think about how they use stills, strategies, and tactics to outwit the opposition. <p>Gymnastics:</p> <ul style="list-style-type: none"> • Copying, remembering, repeating and exploring gymnastic actions with consistent control, co-ordination, quality and clarity. • Selecting and linking gymnastic actions fluently into longer movement phrases. • Working safely with a range of hand, small and large apparatus.
<p>Computing:</p> <p>This half term’s topic will be learning about stop-animation.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Using games to learn key coding skills. 		



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| <ul style="list-style-type: none">• 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. | | |
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