



Lime

# Girton Glebe Primary School Unit of Inquiry

Class (Y3) – Autumn 1

<p><b>English:</b></p> <p><b>Book Club</b></p> <p>In our daily Book Club sessions, children will develop their reading comprehension skills using VIPERS strategies. We will focus on Stone Age Boy and The First Drawing, two texts that link directly to our inquiry by exploring early settlements, human experience, and how environments shape the way people live.</p> <div data-bbox="203 544 389 639"> </div> <p><b>Writing and Grammar – Writing Roots (The Wilderness and Leon and the Place Between)</b></p> <div data-bbox="203 711 378 815"> </div> <p><b>Writing Skills &amp; Objectives</b></p> <ul style="list-style-type: none"> <li>Grammar: present progressive tense; conjunctions/adverbs for time, place and cause; fronted adverbials with commas; expanded noun phrases.</li> <li>Composition: generate and discuss ideas; rehearse sentences orally; build varied vocabulary and sentence structures.</li> <li>Organisation: use headings, subheadings and simple devices; draw on models of similar texts.</li> <li>Editing &amp; presentation: assess and improve writing; proofread; read aloud with clear intonation and tone.</li> </ul> <p><b>Outcomes:</b> a 'meet the family' character introduction; letter of advice; descriptive poem; SOS message; identification label</p> <p><b>Main outcome:</b> a guide to enjoying the wilderness</p>	<h2 style="text-align: center;">Who we are</h2> <p style="text-align: center;"><b>Central Idea:</b></p> <p style="text-align: center;">Daily life and shared practices shape how communities grow and connect.</p> <p style="text-align: center;"><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>An inquiry into how people have met their basic needs through time (change)</li> <li>An inquiry into roles within early communities (function)</li> <li>An inquiry into how prehistoric humans worked together to survive (connection)</li> </ul>	<p><b>Maths:</b></p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p><b>Number – Place Value:</b></p> <ul style="list-style-type: none"> <li>count from 0 in multiples of 3, 4, 5, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)</li> <li>compare and order numbers up to 1,000</li> <li>identify, represent and estimate numbers using different representations</li> <li>read and write numbers up to 1,000 in numerals and in words</li> <li>solve number problems and practical problems involving these ideas</li> </ul> <p><b>Number – Addition and Subtraction:</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers using concrete objects, pictorial representations and mentally, including: <ul style="list-style-type: none"> <li>two two-digit numbers</li> <li>a three-digit number and ones</li> <li>a three-digit number and tens</li> <li>a three-digit number and hundreds</li> </ul> </li> </ul> <p><b>Shape:</b></p> <ul style="list-style-type: none"> <li>recognise angles as a property of shape or a description of a turn</li> <li>identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle</li> <li>identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> </ul>
---	---	--



Lime

# Girton Glebe Primary School Unit of Inquiry

Class (Y3) – Autumn 1

Key Concepts:	Key Vocabulary				Approaches to Learning:
	Archaeologist	Archaeology	barrow	artefact	
	cremate	flint	harpoon	prehistory	
	monument	peat	tribe		
<p><b>Line of Inquiry:</b> An inquiry into how people have met their basic needs through time (change)</p> <p><b>In this Line of Inquiry, we will cover the following skills:</b></p> <p><b>History skills</b>  <i>Changes in Britain from the Stone Age to the Iron Age (hunter-gatherers to early farmers; tools; homes; food); late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae</i></p> <ul style="list-style-type: none"> <li>Develop a chronologically secure understanding; note connections/contrasts and trends over time</li> <li>Ask historically valid questions about change and cause (e.g., why diets/tools changed)</li> <li>Use evidence (artefacts, images, sites) to make inferences; recognise different interpretations</li> <li>Select and organise relevant information; use appropriate historical terms</li> </ul> <p><b>Science skills</b>  <i>Animals, including humans</i></p> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b>Geography skills: Human Geography</b></p> <ul style="list-style-type: none"> <li>key aspects of settlement and land use (how location/resources affected meeting needs).</li> </ul>					<p><b>Line of Inquiry:</b> An inquiry into roles within early communities (function)</p> <p><b>In this Line of Inquiry, we will cover the following skills:</b></p> <p><b>History Skills:</b>  <i>Roles and division of labour (hunters, gatherers, tool-makers; later farmers); technology and daily life.</i></p> <ul style="list-style-type: none"> <li>Ask questions about function and cause/consequence (how tools/roles supported survival)</li> <li>Use sources to infer roles (tools, dwellings, burials); consider similarity/difference across sites</li> <li>Construct informed responses using organised evidence; use historical vocabulary accurately</li> </ul> <p><b>Science skills</b>  <i>Animals, including humans</i></p> <ul style="list-style-type: none"> <li>Understand how muscles/skeleton link to tasks/roles</li> <li>Relate nutrition to activity demands.</li> </ul> <p><b>Geography skills: Human Geography</b></p> <ul style="list-style-type: none"> <li>Explore how land use shaped community roles (e.g., rivers/forests influencing tasks).</li> </ul> <p><b>Art skills:</b></p> <ul style="list-style-type: none"> <li>depict roles/rituals through <b>cave-style compositions</b> (mark-making, limited palette); Improve mastery of art and design techniques, including drawing and painting, with a range of materials.</li> </ul>



Lime

# Girton Glebe Primary School Unit of Inquiry

Class (Y3) – Autumn 1

**Line of Inquiry:** An inquiry into how prehistoric humans worked together to survive (connection)

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

**History Skills:**

*Cooperation in hunting, food preparation, shelter; transition to farming communities; significance of farming.* Ask questions about function and cause/consequence (how tools/roles supported)

- Understand how cooperation and shared practices enabled survival (hunting, farming, tool-making).
- Explore the transition from hunter-gatherers to early farming communities.
- devise questions about connection and significance (why farming/hillforts mattered)
- compare communities/periods; track continuity and change in cooperation
- evaluate evidence from multiple sources; acknowledge differing interpretations
- communicate findings clearly, using correct chronology and terms

**Science skills**

*Animals, including humans*

- Apply knowledge of nutrition and the human skeleton to explain how prehistoric humans survived.

**Geography skills:** *Human Geography*

- Describe and understand key aspects of human geography, including settlement and land use.
- Study how the physical geography of rivers, forests and terrain influenced survival and cooperation.

**Art skills:**

- Use art to communicate ideas about community, rituals and shared survival experiences.
- Create sketchbooks to record observations and revisit ideas.



Lime

# Girton Glebe Primary School Unit of Inquiry

Class (Y3) – Autumn 1

<p><b>Music:</b></p> <p>Our topic this term will be <b>'Percussion'</b>.</p> <p>During this topic we will cover:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> </ul>	<p><b>French:</b></p> <p>Our French topic this term will be <b>'Getting to know you'</b>.</p> <p>During this topic we will cover:</p> <ul style="list-style-type: none"> <li>• Saying hello for different times of the day.</li> <li>• Introducing oneself to someone else and asking another person their name.</li> <li>• Using 'Comment ça va?' to ask how someone is.</li> </ul>	<p><b>PE:</b></p> <p>In PE the children will be developing ball and Yoga skills.</p> <p><b>Ball:</b></p> <ul style="list-style-type: none"> <li>• To develop passing and moving and play within the footwork rule.</li> <li>• To develop passing and moving towards a goal.</li> <li>• To develop movement skills to lose a defender.</li> <li>• To be able to defend an opponent and try to win the ball.</li> <li>• To develop the shooting action.</li> <li>• To develop playing using netball rules.</li> </ul> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• To explore connecting breath and movement.</li> <li>• To explore new yoga poses and begin to connect them.</li> <li>• To develop flexibility in an individual yoga flow.</li> </ul>
<p><b>Computing:</b></p> <p>In computing we will be looking at Connecting Computers:</p> <ul style="list-style-type: none"> <li>• Identify input and output devices</li> <li>• Explain that a computer system accepts an input and processes it to produce an output</li> <li>• Explain how a computer network can be used to share information</li> <li>• Explain the role of a switch, server and wireless access point in a network</li> <li>• Identify network devices around me</li> </ul>	<p><b>PSHE</b></p> <p><i>Being Me in my World</i></p> <p>We will cover the following:</p> <ul style="list-style-type: none"> <li>• recognising when I feel calm and what helps me to feel calm.</li> <li>• Understanding facial expressions and how these help us to gauge others' feelings.</li> <li>• Understand why rules are important and how they relate to rights and responsibilities.</li> <li>• Know how to make others feel valued.</li> <li>• To make responsible choices and take actions.</li> <li>• To work cooperatively in a group</li> </ul>	