

Year 3 Curriculum Planning Advent 1 2021

Class Teacher: Miss Toplass Teaching Assistant: Mrs Loftus, Miss Dyer, Miss Wells

Our word of the week is

Encounter
Belonging
Learning
Inclusion
Rosary
Diversity

R.E.

Homes & Families
Promises
Visitors

CREATIVE ARTS

Music - weekly music lessons music - ukulele, recorder and trumpet

Art - Cave Paintings

PE - Netball

HUMANITIES History- Stone Age

- What does prehistory mean? Prehistoric Britain Wasn't it just a bunch of cavemen? Children will interpret, understand and create a timeline.
- Could we survive as stone age people?
- How did Prehistoric people live day by day?
- What did prehistoric people eat?
- What did Prehistoric Jewellery look like?

Geography

- Labelling continents & oceans on a world map.
- Locating countries, counties, cities and Stonehenge on UK map.

ENGLISH-

Reading comprehension - nonfiction and fiction every week

Diary Entry

Character Descriptions

Wanted Posters

SPaG -

Precise Nouns
Past tense
Pronouns

CENTRAL THEME

What's it like to live in the prehistoric age? (Stone Age)

TECHNOLOGY- ICT

- I can cut, copy and paste
- I can combine a mixture of text, graphics to share my ideas and learning.
- I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker

SCIENCE: Light

Can they recognise that they need light in order to see things?

- Can they recognise that dark is the absence of light?
- Can they notice that light is reflected from surfaces?
- Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?
- Can they recognise that shadows are formed when the light from a light source is blocked by a solid object?
- Can they find patterns in the way that the size of shadows change?

Can they explain why lights need to be bright or dimmer according to need?

- Can they explain the difference between transparent, translucent and opaque?
- Can they explain why lights need to be bright or dimmer according to need?
- Can they make a bulb go on and off?
- Can they say what happens to the electricity when more batteries are added?

MATHS:

Developing fluency in number skills

Number and place value

Addition and subtraction

Multiplication and division

Differentiation

Teacher and TA support
Differentiation through task, intervention or outcome
Provision Maps for pupils with SEN
Support resources (word banks/writing frames/ICT, visual timetable etc where appropriate)

MFL-French

greet and say goodbye to someone
ask someone's name and give your own
ask how someone is and respond to the same question
count numbers 1-20
say your age
say the alphabet in French
spell out your name using the French alphabet
introduce family members using 3rd person verbs. He is called/she is called