

# 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?

## 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 3<sup>rd</sup> person verbs. He is called/she is called

## 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)

## MATHS:

Developing fluency in number skills

Number and place value

Addition and subtraction

Multiplication and division