

Curriculum Plan
Birch– Autumn 1



Programmes of Study

Class/ Year class 2 year 3 Term: Autumn First half term

Unit title: STONE AGE

Literacy Genres Stories about past times: *Stone Age Boy, Satoshi Kitamura* (3 weeks)

Information Texts (2 weeks)

Fables: *Aesop's Fables*, (2 weeks)

Reading Enhancements

Stone Age Boy, Satoshi Kitamura

Literacy

Grammar

To reread own writing to check for grammatical sense (cohesion) and accuracy (agreement) – identify errors and suggest alternative constructions.

Writing to entertain:

Stories (Including re-telling, personal experiences real & fictional)

Descriptions

Poetry

In character role (letter to recount / dairy entry)

Writing to inform:

Recount – First-hand experience

Instructions – First-hand experience

NCR – Information booklet

Explanation – Observed process

Letter

Maths

Mental addition and subtraction

- Revising the understanding and use of place value and number facts in mental addition and subtraction
- Use multiple of 5 and 10 bonds to 100 to solve additions and subtractions

Problem solving, reasoning and algebra

Addition and subtraction

- add and subtract 1-digit numbers to and from 2-digit numbers
- using partitioning in adding and subtracting
- Use money to add and subtract and record using the correct notation and place value
- add and subtract 2-digit numbers using partitioning
- add three 2-digit numbers by partitioning and recombining
- use counting up to do mental subtractions with answers between 10 and 20, 10 and 30, and either side of 100
- Word problems

Number and place value

- revising the understanding and use of place value and number facts

			<ul style="list-style-type: none"> - Compare and order 2-and 3-digit numbers - count on and back in 10s and 1s; add and subtract 2-digit numbers - solve problems using place value - placing 2-and 3-digit numbers on a line and using an empty number line to find differences - Comparing, ordering and understanding place value of 2- and 3-digit numbers; subtracting from 2-digit numbers - using prediction to estimate calculations - understanding place value, including in money - using number lines to compare and round numbers and to find differences - round 3-digit numbers to nearest 100
<p>Art</p>	<p>PAINTING – SILOUETTES AND WATER</p> <p>COLOUR (STONEHENGE)</p> <ul style="list-style-type: none"> • Know that silhouettes are created by light being blocked by an object • Create an outline to represent a silhouette through drawing and sketching • Explore why block colour is best used to represent a foreground • Know that tints and shades have the same base colour <p>Explore using watercolour in linear and concentric form to create an effect</p>	<p>Humanities</p>	<p><i>History</i></p> <p>STONE AGE</p> <ul style="list-style-type: none"> • Know that the Stone Age was a time thousands of years ago, when <u>early humans</u> lived in <u>caves</u> and jungles. • Place this period of time on a time line and understand its place in history • Explore how archaeology has been used to find out about the stone age • Identify what the lifestyle of humans in this period of time was like and know the 2 main things that they did (protect themselves from the wild animals and to gather food). • Investigate the types of tools that were made in the stone age and what they were used for (inc choppers, flints, arrows, spears) • Explore the forms of communication including art and symbols • Know what form of shelter was used during this period, how it was structured and how it adapted as the stone age developed

<p>Relationships and Health</p>	<p>KEEPING HEALTHY</p> <ul style="list-style-type: none"> • Know the characteristics and mental and physical benefits of an active life style • Know the importance of building regular exercise into daily and weekly routines and how to achieve this (walking/ cycling to school) • Know the risks associated with an inactive lifestyle (including obesity) • Know the importance of sufficient good quality sleep for good health and that lack of sleep can affect weight, mood and concentration • Know how and when to seek support including which adults to speak to in school if they are worried about their health 	<p>Forest School</p>	<p>Empathy and self-care: Story of Fog – friendship. Use soap from horse chestnut leaves, make shelters for animals – dead-hedges, hedgehog homes. Foraging for firewood. Carrying sticks safely. Practise safe fire technique, make Dragon Leaf spiral at equinox.</p>
<p>Design and technology / Woodwork</p>	<p>MECHANISMS</p> <ul style="list-style-type: none"> • Design and build an accessory that will help to keep a compass level when it is being used. • Use research and develop design criteria of innovative and functional bases • Generate, develop and model their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces • Select from and use a wide range of tools and materials to perform practical tasks accurately • Explore whether the compass still works the same, or whether it behaves differently • Suggest alternative ways of making their product, if first attempts fail • Carry out appropriate tests before making any improvements 	<p>Science</p>	<p>BIOLOGY – HUMANS INCLUDING ANIMALS</p> <ul style="list-style-type: none"> • Name the main parts of the skeletal system and know its function. • Name the main parts of muscular system and know its function. • Identify and name the different types of food groups and the importance of a balanced diet.

	<ul style="list-style-type: none"> Present their product to an audience highlighting its functionality, design purpose and aesthetics. 		
Religious Studies	<p>CHRISTIANITY-SYMBOLISM</p> <ul style="list-style-type: none"> Signs and symbols in Christianity and other religions Discuss the meaning and significance of stories as expressions of belief, the special uses of language and symbols, particularly in describing God and the Trinity. Discuss the Lord's Prayer and other important prayers and their meaning for believers. Understand the Church Year: its structure as a reflection of the life of Jesus and the history of the Church. 	<p>PE</p>	<p>SWIMMING</p> <p>To develop confidence in the water. To enter and leave the pool safely. Be able to answer questions about pool safety. Swims competently, confidently and proficiently over a distance of at least 10m. Begin to refine the technique of breaststroke and back stroke. Outcome: To swim a width unaided in recognisable stroke.</p> <p>FITNESS</p> <p>Develop and improve physical activity for sustained periods of time. Learn skills to solve problems, individually and as part of a team. Increase and improve on longevity of physical activity.</p>
French	<p>To introduce ourselves in French. To learn body parts</p> <p>To use phonics to pronounce numbers 1 – 10</p> <p>To learn a minimum of 5 colours in French</p> <p>To learn 6 family members in French.</p> <p>To learn simple sentences in French</p> <p>To re-cap what has been learned</p>	<p>Music</p>	<ul style="list-style-type: none"> Pupils will develop their performing, composing and listening skills Pupils will learn about the interrelated dimensions of music Pupils will use a range of classroom instruments to create and manipulate sounds, develop a strong sense of pulse and rhythm and establish good ensemble performance skills. Pupils will sing a wide number of songs and develop their vocal range, intonation, articulation, blending and a joy for singing. Pupils will learn to analyse music using age-appropriate musical vocabulary and to apply this knowledge in a musical context

through solo and small group performance and composition activities.

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Trips and or events
