



Curriculum Plan
Birch- Autumn 1

Programmes of Study



Class/ Year Birch Year 3 **Birch** 'I am a useful member of my community' Term: Autumn 1

Unit title: STONE AGE COMMUNITIES

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

Information Texts (2 weeks)

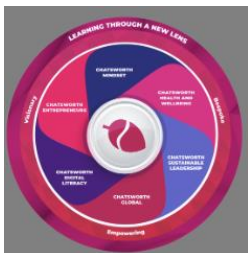
Fables: Aesop's Fables, (2 weeks)

Morning verse: 'The sun with loving light'

Reading Enhancements

Stone Age Boy, Satoshi Kitamura

Literacy



Chatsworth Global:
historic stories from
around the world

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

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

Art

PAINTING – SILOUETTES AND WATER

COLOUR (STONEHENGE)

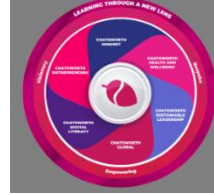
- Know that silhouettes are created by light being blocked by an object
- Create an outline to represent a silhouette through drawing and sketching/papercuts
- Explore why block colour is best used to represent a foreground
- Know that tints and shades have the same base colour

Watercolour: Explore using watercolour in linear and concentric form to create an effect

Form drawing: Sequences but also forms that cross the centre line

Handwork- Fabric books (needle cases).

Humanities



**Chatsworth
Entrepreneurs:**
learn about early
problem-solving

History

STONE AGE

- Know that the Stone Age was a time thousands of years ago, when early humans lived in caves 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

Relationships and Health

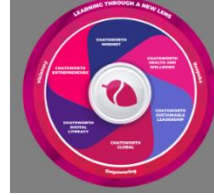


Chatsworth Health and Wellbeing:
keeping physically and mentally healthy

KEEPING HEALTHY

- 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

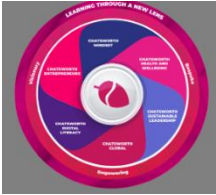
Forest School



Chatsworth Mindset:
self-care and empathy

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.

Design and technology / Woodwork



**Chatsworth
Entrepreneurs:**
design and making
own tools

MECHANISMS

- 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
- Present their product to an audience highlighting its functionality, design purpose and aesthetics.

Science

BIOLOGY – HUMANS INCLUDING

ANIMALS

- 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.

<p>Religious Studies</p>	<p>CHRISTIANITY-SYMBOLISM</p> <ul style="list-style-type: none"> • • Signs and symbols in Christianity and other religions • Discuss the meaning and significance <p>of stories as expressions of belief, the special uses of language and symbols, particularly in describing God and the Trinity.</p> <ul style="list-style-type: none"> • Discuss the Lord’s Prayer and other important prayers and their meaning for believers. • Understand the Church Year: its <p>structure as a reflection of the life of Jesus and the history of the Church.</p>	<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>
<p>French</p>	<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
