

Year group: 3

Term: Autumn 2

Topic: Set in Stone

Kernow Cluster Topic Overview Sheet

Objectives



Opportunities for outdoor learning:

Key vocabulary:

Prehistoric, pamphlet, Stone Age, chanting, farming, nomad, metal, pottery, tribes, smelt, hunter, drum, sculpture, archaeological, Stonehenge, survival, chronological



Opportunities for trips / visitors:

Penlee Museum workshop, RC Museum, Carn Euny, Porth Island

PSHE objectives: BE FRIENDLY, BE WISE

Making & sustaining friendships
Conflict resolution
Anti-bullying
Keeping safe at home & outdoors

Digital literacy:

Online reputation

Whole class texts: The Boy in the cave

History objectives:

Archaeological evidence to learn about events in the past; The impact of farming; The skills and designs of early peoples; The legacy of this period; Chronology and ordering events: Identifying anachronisms; changes in Britain from the Stone Age to the Iron Age

PE objectives: gym

develop flexibility, strength, technique, control and balance; compare their performances with previous ones and demonstrate improvement to achieve their personal best

Maths objectives:

Number: Solve problems including missing number problems; using number facts; place value and more complex +/-; calculate mathematical statements for x and ÷ within the tables and write using mathematical signs
Non-number: identify lines and angles; interpret and present data

English objectives:

Fiction: quest story
Spelling: /ai/ spelt ei, eigh, ay; prefixes; suffixes; split digraphs; Y3/4 word list topic words
Sentence level: apostrophes, inverted commas, fronted adverbials, exclaimers and questions
Text level: paragraphs to organise group related material, plan/draft/ write/ evaluate and edit, read aloud

Geography objectives: N/A

Music objectives:

use and understand staff and other musical notation; play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, listen with attention to detail and recall sounds with increasing aural memory

Science objectives: Magnets and forces

compare how things move on different surfaces; notice that some forces need contact between two objects, but magnetic forces can act at a distance; observe how magnets attract or repel each other and attract some materials and not others; compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials; describe magnets as having two poles; predict whether two magnets will attract or repel each other, depending on which poles are facing.

Languages objectives: Simple questioning and answering; Extend knowledge of French phonics, and begin to read and write simple words

listen attentively to spoken language and show understanding by joining in and responding; explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*; present ideas and information orally to a range of audiences; appreciate stories, songs, poems and rhymes in the language

Art objectives: Early art forms

to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Computing objectives: Learning the Scratch interface; Using drawing tools; Program simple movement;

design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; use sequence, selection, and repetition in programs; work with variables and various forms of input and output; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;

RE objectives:

Sacraments: To deepen our understanding of belonging and the sacrament of the Eucharist.; To understand the four parts of the mass that the Eucharist is an expression of the sacrifice of Jesus during mass.; To consider their own experiences of sacrifice, thanks giving and belonging
Advent: To know and understand the season of Advent linking with journeys people made to the Christ child, and consider how Christians prepare for Advent; To make links between the stories of the shepherds and the use of Santons in cribs, and consider the belief that Jesus came for the weak and poor; To use the words Emmanuel and incarnation meaningfully, and make links to show how belief in incarnation affects how people prepare for Christmas

Design Technology objectives: N/A

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Links to previous topics: Home sweet home (Y2) materials

Links to future topics: Dark Ages (Y4) changes in life in history, impact today; Terrific Trevithick (Y4) Changes in Camborne over time, impact today; Ancient Greece (Y5) changes in life in history, impact today

PSHE: Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others

Maths skills: Use prior mathematical knowledge to solve a problem, including missing number problems, recognise the value of digits in a 3-digit number, recall multiples of 2, 5, 10 and 4, write and calculate statements for multiplication and division, identify lines and angles, extract information from graphs and charts, and draw simple conclusions/ ask simple questions about data.

History skills: Use key evidence to support judgements and reasoning made about aspects of the past, use an increasing range of historical terms, describe changes and differences in lifestyle in the past and present

PE skills: Describe own and others movements, balances and body shapes using appropriate vocab, repeat simple sequences accurately and consistently, select, link and perform with control a variety of actions, including longer phrases with clear beginning, middle, end, travel in a range of ways, use all available space using different pathways and changes in direction, identify when the heart rate and breathing quickens.

Geography skills: N/A

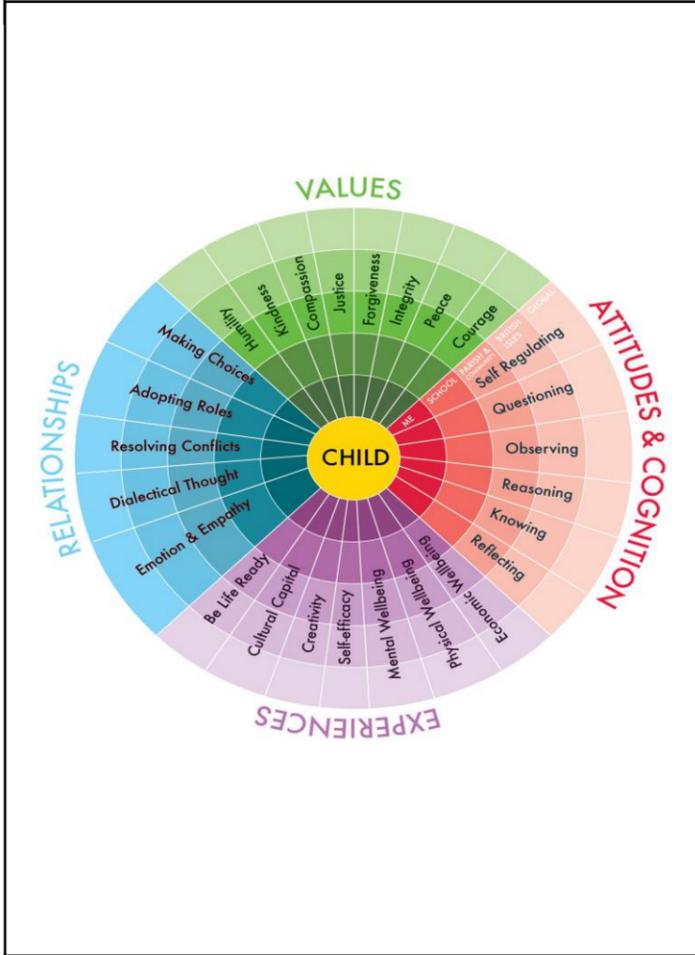
Art skills: Use a wide range of different lines, Create simple drawings based on things observed in order to create designs, Use a view finder to select and record shapes and images

Music skills: Sing and play with increasing expression. Explore ways in which sounds can be combined and used expressively. Perform with control of pulse and awareness of what others are playing. Compare and contrast sounds according to pitch, duration, dynamics and tempo. Explore the effect of silence. Use a cyclical pattern (fixed number of beats repeated continuously)Use simple musical vocabulary to describe both sounds and the way they are produced.

RE skills: I can describe some forms of religious expression; I can make links between my own and others' responses

Computing skills: Navigate the Scratch programming environment. Create a background and a sprite for a game. Add inputs to control their sprite. Use conditional statements within the program to control the sprite (if...then..)

Kernow Cluster Topic Overview Sheet Skills



Science skills: Compare how things move on different surfaces., Observe how magnets attract or repel each other and attract some materials and not others., Describe magnets as having two poles., Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance., Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials, , Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.



Opportunities for home learning / cultural capital:

Set homework: Items for a stone age role play, objects that can be attracted by a magnet

English skills: Begin to apply knowledge of root words, prefixes and suffixes when reading, read further exemption words, take part in discussions about books, taking turns to speak/ listen, use an apostrophe for contraction, begin to evaluate / edit

Languages skills: Identify initial/ final end sounds in words, pronounce familiar words and phrases accurately

Design Technology skills: N/A