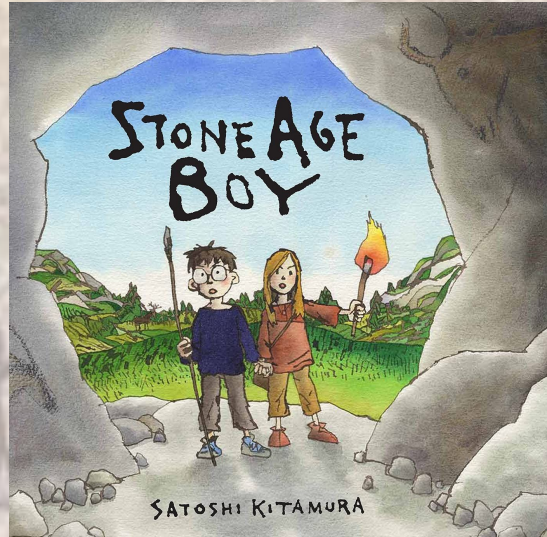




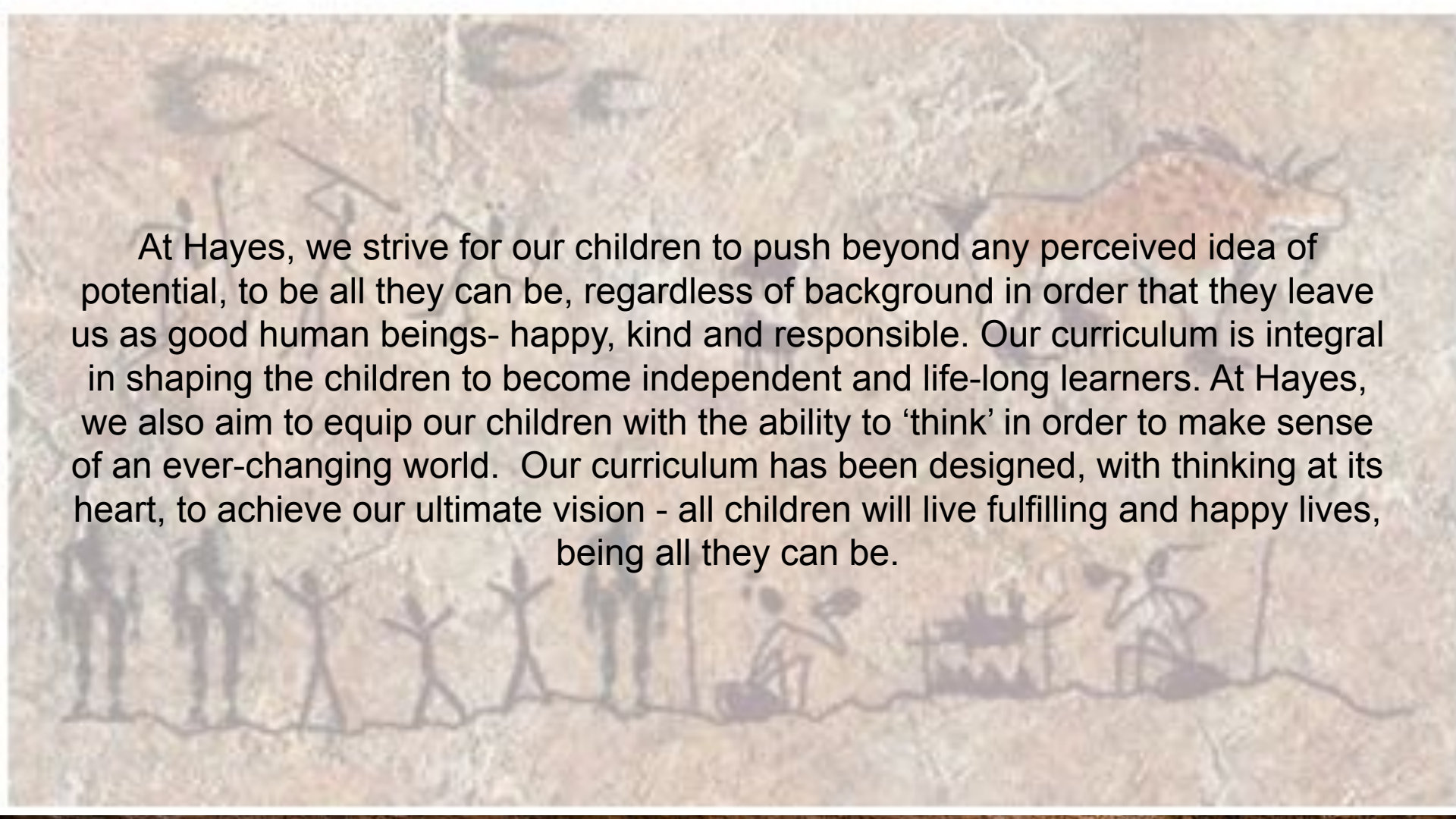
Be all you can be
Hayes School

Year 3 Curriculum Plan: Autumn 1 2023

The Big Question:
Can I tell the difference between the STONE, BRONZE and IRON AGES?



Friendship Aspiration Resilience Responsibility Discovery Success

The background of the slide features a faint, stylized illustration of a school environment. At the top, there are circular shapes representing the sun and moon. In the center, a teacher is depicted standing and interacting with a group of children. At the bottom, a row of children is shown playing various games, including one child sitting on the ground and others standing or running. The entire scene is rendered in a light, sketchy style against a textured, light brown background.

At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background in order that they leave us as good human beings- happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. At Hayes, we also aim to equip our children with the ability to ‘think’ in order to make sense of an ever-changing world. Our curriculum has been designed, with thinking at its heart, to achieve our ultimate vision - all children will live fulfilling and happy lives, being all they can be.

Learning experience, context and outcome

What should I already know? An awareness of the past and the passing of time. Identify similarities and differences between different ways of life in different periods. Understand how to find out about the past and different ways of representing that.

Skills to be taught: Understand that pre-history occurred before historical records were kept and that prehistoric periods (Palaeolithic, Mesolithic, Neolithic) occurred over many thousands of years. The children will analyse and sequence changes in human's existence from hunter/gatherer, settlement building to beginnings of agriculture and compare stone age existence with our life today. The children will recognise how changes over time made an impact on the way humans survived and developed. Selecting and recording information for study, begin to use library and internet resources to build upon knowledge.

What will the children know by the end of the unit? There were 3 distinct periods of time during which significant developments in human existence occurred:

Palaeolithic: humans were hunter gatherers who led a nomadic existence, moving with the seasons. Tools began being fashioned (hand axe)

Mesolithic: humans began to build settlements, keep animals and build materials. Beakers and pots.

Neolithic: agriculture began, crops were grown and permanent structures of community were built (Stonehenge).

The children will sequence artefacts and events across the 3 eras using a timeline and analyse what evidence exists for prehistory: cave paintings, artefacts, significant settlements: Skara Brae, Stonehenge. Observe and experience life as a cave dweller at Kent's Cavern Caves, exploring everyday life and the challenges.

Vocab Dozen	Meaning
archaeologists	People who discover our history by looking at artefacts that have been found.
artefacts	An object made by human beings, usually with historical or cultural interest.
neolithic	The later part of the Stone Age following the Paleolithic and Mesolithic Age.
B.C	Before Christ. The day 250 BC means 250 years before Christ was born.
chronology	The ordering of events for example the Stone, Bronze and Iron Age.
tribal	Groups of people who live together.
hunter-gatherer	People who mainly live by hunting, fishing and gathering wild fruit.
shelter	A house where Stone Age people would have lived.
civilization	When people live in a large society with a shared culture and rules.
settlement	A place where there were several Stone Age shelters like a small village.
Skara Brae	A stone build Neolithic settlement in Scotland.
Prey	An animal that is hunted by another for food.

Curriculum questions

Big question:

Can I tell the difference between the Stone, Bronze and Iron Ages?

History questions:

How do we know about the Stone Age?

What is the significance of Skara Brae?

What was StoneHenge used for in the Bronze Age?

Why did people build hill forts in the Iron Age?

How were stone age, bronze age and iron age settlements different?



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Year 3: Autumn 1 2023

ENGLISH

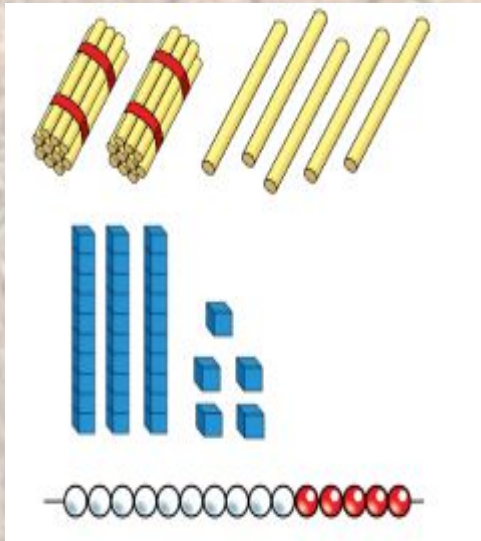
- Driver Text: Stone Age Boy by Satoshi Kitamura.
- Reading: Whole Class reading takes place each week including fluency, retrieval and inference based around a variety of texts.
- Read, write, Inc will continue in groups for children to secure phonics and fluency.
- Writing Opportunities: The children will learn to write a newspaper article about the Stone Age. In addition, the children will write a piece of narrative writing with an interesting climax at the end. The children will write and send a postcard from the Stone Age, detailing all they have learnt. Creating an advert for a Stone Age tool and its uses will open up their creative ideas, alongside writing a persuasive speech arguing for and against living and working in the Stone Age.
- Spelling focus: Long a sound ey, suffix -ly, homophones, L sound - al
- Handwriting: joined, legible and cursive handwriting.

MATHS: Place value

In maths, the children will be focusing on:

- Recognising the place value of each digit in a three-digit number
- Ordering and comparing numbers to 1000 using mathematical vocabulary and symbols.
- Identify, represent and estimate numbers using different representations.
- Find 10 and 100 more or less than a given number.

Maths - models and images

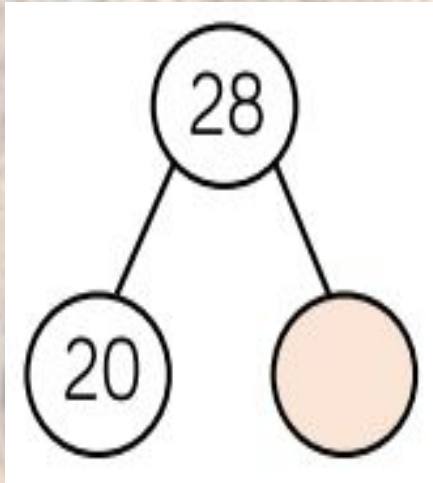


2 tens = 20
5 ones = 5
 $20 + 5 = 25$

3 tens = 30
5 ones = 5
 $30 + 5 = 35$

1 ten = 10
4 ones = 4
 $10 + 4 = 14$

$$28 = 20 + 8$$



$$300 + 50 + 6 = 356$$

Hundreds	Tens	Ones



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SCIENCE: Rocks and fossils

In science, the children will learn to observe rocks closely and discover that they have different qualities and features. They will group rocks in different ways according to their observable features and gain an understanding that rocks are formed in 3 different ways. As well as this, the children will devise comparative tests for rocks, record and evaluate observations and results scientifically.

COMPUTING: Online Safety

I this unit, children will learn:

- To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.
- To understand how the Internet can be used to help us to communicate effectively.
- To consider if what can be read on websites is always true.
- To learn about the meaning of age restrictions symbols on digital media and devices.
- To know where to turn for help if they see inappropriate content or have inappropriate contact from others.



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Driver Subject: History

How do we know about the Stone Age?

What is the significance of Skara Brae?

What was StoneHenge used for in the Bronze Age?

Why did people build hill forts in the Iron Age?

How were stone age, bronze age and iron age settlements different?

Secondary Driver: Geography

The children will learn to name and locate Skara Brae through the use of Fieldwork, maps and digital/computing to locate and describe features studied.

Key Questions will be:

Where is Stonehenge and Skara Brae?

Are there any other Stone Age sites in the UK?

Are there any Iron Age sites in the UK?



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R.E- What do Christians learn from the creation story?

In RE, the children will learn to place the concepts of God and creation on a timeline of the Bible's 'big story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. As well as, recognise that the story of 'The Fall' in Genesis 3, gives an explanation of why things go wrong in the world.

PSHE

During PSHE, the children will learn the importance of setting and following rules and understand how their choices can impact others. They will also identify things they have achieved well and set new targets based on things they want to improve. The children will also look at how to help others when this is needed.

PE - Gymnastics

- Use a number of their own ideas for movements in response to a task.
- Adapt sequences to suit different types of apparatus and their partners ability.
- Explain how strength and suppleness affect performance.
- With help, recognise how performances could be improved.

MFL (French)

Through the use of Language Angels, the children will begin to speak French by learning to say hello, goodbye and tell others what their names are.