Year 3

Dawn of Time

Curriculum Information for Parents

What will my child be learning?

How can I support them at home?

Our new curriculum

At Joseph Turner Primary School, we aim to provide an exciting and engaging curriculum which will inspire children to nurture a passion for learning. We believe that the driving force behind the delivery of an interesting, creative curriculum is a clear focus on delivering excellent teaching and learning which ensures children engage in a range of learning experiences which are challenging, real life and meaningful. This enriches the education experiences of all children in our school to ensure that they become lifelong learners.

Through our exciting, stimulating and creative curriculum, we aim for every child to enjoy learning and gain knowledge, skills and attributes which will enable them to lead happy, fulfilling and successful lives in the future. We live in an ever- changing world and it is our aim to ensure that our pupils are ready to face these challenges and succeed in whatever they do. We take every opportunity to enrich the curriculum with outside providers, trips and visits, celebration days, whole school themed weeks and extra-curricular opportunities.

Autumn- Dawn of Time

This half term during 'Dawn of Time', we look back into prehistoric times are the Stone Age period and understand how hunter-gatherers survived in this era. The children will learn about Stone Age settlements, look into Stonehenge and consider how civilisations developed in the Iron Age. In history, we will look at the properties of rocks and how soil is made. We will also learn about how fossils are formed and look at archaeological evidence to identify creatures from the past.

Key Vocabulary:

Duration	Interval	Sequence	Settlement	Currency	Sacrifice	Trade
Continuity	Nomadic	Mining	Prehistoric	Smelt	Bronze	Iron
Archaeologist	Barrow	Flint	Hunter-Gatherer	Rock	Soil	Rough
Smooth	Brittle	Hard	Soft	Opaque	Fossil	Sediment
Sedimentary	Permeable	Ammonite	Weathering	Palaeontology		

Autumn – Dawn of Time

English and Maths

English

- Plan their writing by beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Draft and write by organising simple paragraphs around a theme.
- Draft and write by creating simple settings, characters and a basic plot in narratives
- Draft and write by beginning to use simple organisational devices in non-narrative material (for example, headings and sub-headings).
- Evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for some spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.
- Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Spell some homophones.
- Use the first two letters of a word to check its spelling in a dictionary.
- Develop their understanding of extending the range of sentences with more than one clause by using a wider range of conjunctions
- Develop their writing by using conjunctions, adverbs and prepositions to express time and cause.
- Use grammatical terminology for Year 3 beginning to use inverted commas to punctuate direct speech.

Maths:

- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- Compare and order numbers up to 1000.
- Identify, represent and estimate numbers using different representations.
- Read and write numbers up to 1000 in numerals and in words.
- Solve number problems and practical problems involving working with and estimating numbers up to 1000 in a variety of units.
- Add and subtract numbers mentally, including three-digit number and ones.
- Add and subtract numbers mentally, including three-digit number and tens.
- Add and subtract numbers mentally, including three-digit number and hundreds.
  Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.

It is important to remember, these are guidelines to the Year 3 Curriculum. Every child will be working at a slightly different level and staff will ensure the work your child is doing is right for them.

Science – Rocks

1. What different rocks are there?

LO: To describe, compare and contrast rocks

Pupils will get the opportunity to explore different rocks and use vocabulary to describe their appearance. They will be able to identify similarities and differences between the rocks.

2. Which rock is which?

LO: To sort rocks according to their properties

Pupils will use magnifying glasses to look at different rocks. They will use keys to look at the properties of the rocks they discovered last lesson and decide which rock is which. Children will have a go at coming up with YES/NO key questions.

3. How are rocks used around us?

LO: To recognise how and where rocks are used

Children will think about where they can find rocks. They will look at photos of different objects to decide if they are made from rock or not. They will complete a survey of the different rocks they can find around school using the rock identification checklist.

4. How is soil made?

LO: To recognise soils are made from rocks

Children will learn that soils are made from rocks and there are different types of soil. They will investigate the different types of soil and make predictions of what each soil contains based on its properties.

5. What are fossils?

LO: To explore what fossils are and tell us

Pupils look at fossil collection. They learn what fossils are and what they can tell us. Pupils will make a survey of the different fossils seen in the collection using the identification guide. Children have a go at matching dinosaur fossils to images of dinosaurs in groups.

6. How are fossils formed?

LO: To describe how fossils are formed

Children learn about the process of how an animal becomes a fossil. They watch videos to support understanding and complete a storyboard to explain the process using scientific vocabulary where necessary.

7. Who is Mary Anning?

LO: To explore a famous scientist

Science – Amazing Bodies

Sequence of Lessons:

1)LO: To classify food and understand a balanced diet

What do we need to stay healthy?

Chn to explore the different food groups and what they need to lead a healthy, balanced lifestyle.

2) LO: To classify food and understand a balanced diet

How does an explorer stay healthy?

Chn will use what they have learnt about nutrition in a different context by exploring what an adventurer eats to remain healthy when on expedition

3) LO: To identify the similarities and differences between skeletons and explore their functions.

Why do we have a skeleton?

Chn will look at different animals' skeletons. By the end of the lesson they will know about the function of the skeleton for movement and protection.

4) LO: To apply knowledge of skeletons to design a vertebrate and its skeleton

Can you design your own vertebrate?

Children will create a new species of animals and draw its skeleton

5) LO: To use classification diagrams

How can we sort animals?

Chn to be introduced to classification as a way of sorting information.

5) LO: To identify different muscles in our body and what they do

How do muscles help us move?

Children will learn about some of the muscles in the body and how these help to move our skeleton.

6) LO: To plan a pattern-seeking investigation related to the human body.

Do our bodies effect how well we do things?

Children will plan an investigation to see whether features of a person's body affect their performance in certain activities

History – The Stone Age

Over the course of our History lessons, children will continue to work on and develop their skills of continuity and change, significance and using evidence to create interpretations. Over the course of our topic, children will explore the following learning questions:-

1. What was life like in the Palaeolithic to the Mesolithic?
2. What changed from Palaeolithic to the Mesolithic?
3. What did people eat in the Palaeolithic and Mesolithic?
4. How did the search for food change in the Neolithic?
5. What tools were used in the Neolithic?
6. Who were the beaker people?
7. How did tools change after the Neolithic?
8. How did the Bronze Age move into the Iron Age?

Art - Lascaux Cave Paintings

1. **LO: To explore work from other periods of time**
   Children to explore the story of the Lascaux Cave paintings and think about how they were discovered .Children to focus on a section and explore the story they think it is conveying.

2.LO: To predict with accuracy the colours that they mix

Children to look at the primary colour wheel and then predict what the missing colours are on the colour wheel (secondary colours). Children to predict what colours will be made when they mix 2 colours together.

3.LO: To create different effect using brushes

Children to explore how different effects are made using different brushes. Children investigate which brushes are best for different techniques.

4.LO: To use and select a range of brushes to create different effects

Children to use the brushes with stencils to see what works best. Children to create a top tip for using stencils in their work.

5.LO: To create a piece of work in response to another artist's work

Children to consider the skills developed during their learning journey and what they're going to apply in their final piece of art, their cave painting.

6.LO: To reflect upon what they like and dislike about their work in order to improve it.

Children to discuss with a peer what they like and think they could improve in their own work. As a class, discuss all the journey and what was most enjoyable and what we might have found tricky.

Computing – We are Programmers

- Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts.
- Use sequence in programs; work with variables and various forms of output.
- Use logical reasoning to detect and correct errors in algorithms and programs.

We are Bug Fixers

- Debug programs that accomplish specific goals.
- 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.

Music

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listen with attention to detail and recall sounds with increasing aural memory

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

PSHE

1. To know the characteristics that I would like in a good friend
2. To understand that others may think and feel differently to me
3. To understand why it is important to work together
4. To know that I can support people when they feel sad
5. To know I can apologise, 'make things right', and can forgive people
6. To understand how to reflect upon what I have learnt

How can I help at Home?

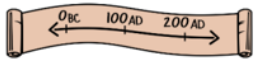
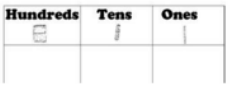
Spellings and times tables

Spellings will be taken home with your child on a Friday and will be tested the following Friday. These are also on the school website. Please can you practice these spellings with your child using the Look, Cover, Write, Check method which will be using in class.

Your child will have a log in for TTRS which we will be using frequently in school. Please practice at home too.

Each half term, we will be completing 3 multiplication lessons where we focus on a particular fact. Autumn 1 will be a recap of 2x, 3x and 5x facts. Each Friday, we will have a 10 question times tables check.

Activities you can do at home to help your child with the curriculum. Please upload images of your activities to Seesaw for us to share in class.

Design a piece of cave art using materials of your choice. i.e. mud, clay, grass, fruits and berries. 	Write a list of questions which you would like to ask a Stone Age person. 	Write a recipe using Stone Age ingredients. Have a go at making it and take a picture of your final dish. 
If you had been alive in the Stone Age, what animals would you have seen? Research an animal, draw a picture of what it looks like before writing some information about it. 	Create a Stone Age timeline. When were the Palaeolithic, Mesolithic and Neolithic times? How many years does the Stone Age period cover? 	Design and make an ancient stone circle or a replica of Stonehenge. 
Make up your own story through cave art pictures to show a day in the life of a Stone Age family. 	Use some stones to design a way to explain place value including - hundreds, tens and units to another child. 	If you could give something from 2022 to the Stone Age people to improve their life, what would you give them? Draw a picture of three items and explain why you have chosen them.

Year 3 Autumn 1 Spelling Lists

Spelling test each Friday. Please use Spelling Shed login and SeeSaw to practise spellings.

Date	Focus	Spellings				
Week 1 18.09.23	Words where the digraph 'ou' makes an /ow/ sound	mouth	sprout	spout	hound	pound
		around	sound	ouch	trout	proud
Week 2 25.09.23	Words where the digraph 'ou' makes an /u/ sound	touch	country	young	enough	encourage
		double	trouble	cousin	couple	flourish
Week 3 02.10.23	Words where 'y' make an 'i' sound	gym	Egypt	mystery	synonym	System
		myth	pyramid	symbol	lyrics	gymnastics
Week 4 09.10.23	Words ending with 'sure'	measure	pleasure	pressure	leisure	closure
		treasure	enclosure	composure	exposure	disclosure
Week 5 16.10.23	Words ending with 'ture'	creature	picture	adventure	future	fracture
		furniture	nature	capture	sculpture	mixture
Week 6 23.10.23	Challenge words	actual	bicycle	earth	fruit	often
		answer	circle	enough	island	popular

Year 3 Autumn 2 Spelling Lists

Spelling test each Friday. Please use Spelling Shed login and SeeSaw to practise spellings.

Date	Focus	Spellings				
Week 1 06.11.23	Words with the prefix 're'	redo	return	redecorate	review	reaction
		refresh	reappear	revenge	replay	rebound
Week 2 13.11.23	Words with the prefix 'dis'	disappoint	disobey	dislike	disappear	disapprove
		disagree	disable	dislocate	disadvantage	dislodge
Week 3 20.11.23	Words where 'er', 'ing' and 'ed' are added to multisyllabic words	gardening	limiting	developed	listened	covering
		limited	developing	listening	covered	gardener
Week 4 27.11.23	Words where 'ing', 'en' and 'ed' are added to multisyllabic words	forgetting	beginning	permitted	committed	propelled
		forgotten	preferred	regretting	forbidden	equipped
Week 5 04.12.23	Challenge words	centre	disappear	heart	minute	regular
		decide	early	learn	notice	therefore
Week 6 11.12.23	Words with the digraph 'ai' and the tetragraph 'aigh'	straight	fainted	strainer	claimed	snail
		painter	waist	chained	failure	waiter