

# Year 3 Autumn 1 Plan 2023

## TOPIC: Stone Age

Subject							
Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	<b>Cave Baby</b> Sequence the main events of the story Retell the story, using noun phrases, conjunctions and interesting sentence openers			<b>Secrets of Stonehenge</b> Create a fact file about Stonehenge Organise work into paragraphs, using appropriate subheadings. Use openers, conjunctions and noun phrases			Structured poetry – Halloween poems
SPAG	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Noun Phrases	What is a sentence?	Different types of sentences and their punctuation (capital letters, full stops, exclamation marks, question marks)	Expanding sentences 1 Conjunctions (and, but, or) and (when, if, that, because)	Expanding sentences 2 Subordinating conjunctions	Commas in lists	Apostrophes for contraction
Maths	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Place value of three digit numbers up to 1000 Use this to make numbers, identify the value of each digit, partition, order numbers and compare numbers.  Apply to reasoning and problem solving activities			Add ones, tens and hundreds to three digit numbers, both practically and by drawing.  Apply to reasoning and problem solving activities		Subtract ones, tens and hundreds to three digit numbers, both practically and by drawing.  Apply to reasoning and problem solving activities	
CLIC	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	<b>C</b> – Understand 2D numbers  <b>L</b> – recap 2 x tables <b>I</b> – Swap the thing  <b>C</b> – 2D + 2D (no crossing)	<b>C</b> – Read 3D numbers  <b>L</b> – recap 10 x tables <b>I</b> – add thousands  <b>C</b> – 2D + 2D with crossing)	<b>C</b> – Partition 3D numbers  <b>L</b> – recap 5 x tables <b>I</b> – double 2D numbers (no crossing) <b>C</b> – 2D – 2D (no exchange)	<b>C</b> – count along when numbers are written in <b>L</b> – 3 x table  <b>I</b> – half 300, 500, 700 and 900 <b>C</b> – 2D – 2D (exchange)	<b>C</b> - Count in 10s, 20s, 50s and 250s <b>L</b> – 3 x table  <b>I</b> – multiply whole numbers by 10 <b>C</b> – Take a 2D number from 100	<b>C</b> - Count in 10s, 20s, 50s and 250s <b>L</b> – 3 x table  <b>I</b> – Divide multiples of 10 by 10 <b>C</b> – Take a 2D number from 100	<b>C</b> – Count in 3s  <b>L</b> - 3 x table  <b>I</b> – Find missing piece to 100  <b>C</b> – Take a 2D number from 100

Science	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Light and Shadows	Read through Knowledge organiser and share what already know about light and shadows	Explore different light sources  Recognise that we need light to see and that darkness is the absence of light	Investigate how light travels	Explore reflective surfaces	Recognise that light from the sun is dangerous and explore ways that we can prevent damage	Recognise that shadows are formed when the light from a light source is blocked by an opaque object	Find patterns in the way that the size of shadows change
History	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Enquiry: What have Prehistoric people ever done for us?	Understanding the chronology of The Stone Age and placing it on a timeline  Exploring and evaluating a range of primary and secondary sources to find out more about The Stone Age	Explore how and why prehistoric people learnt to control fire and discuss the impact of this.  Discuss how we know about this (explore sources)	Explore how and why prehistoric people start to farm. Discuss the impact farming had for prehistoric people and us today. Compare with farming today.  Discuss how we know about this (explore sources)	Explore how and why prehistoric people learnt to use metal Discuss the impact this had and how this has progressed in modern times.  Discuss how we know about this (explore sources)	Find out about and locate Stonehenge  Use sources to discuss theories for why it may have been built Explore and discuss Stonehenge in Modern Britain	Find out about and locate Skara Brae  Discuss what we can learn about life in during The Stonehenge based on artefacts found at Skara Brae.	Answer Enquiry question – What have prehistoric people ever done for us?
DT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Textiles	Look at the jewellery designer Rachel Boston	Explore and analyse existing pouches	Explore different ways to join fabric using sewing skills and investigate longer stitches will create a stronger join than shorter stitches'		Design a stone age pouch to hold something special	Use skills taught to make a stone age pouch  Test and evaluate their pouch	
Computing	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Logging into the computer, typing practise using 2type	Introduction to Microsoft Word  Changing font Adding tables	Introduction to Microsoft Word  Formatting images Adding a border	Introduction to Microsoft Word  Cut, copy and paste to reorder text Saving work	Use Microsoft Word to present work answering the historical enquiry question What have prehistoric people ever done for us?		

		Saving work	Saving work				
RE/PSHE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
PHSE Being me in my world	Getting to know each other <i>I can recognise my worth.</i>  <i>I can set personal goals</i>	Our Nightmare School <i>I can face new challenges positively.</i>  <i>I recognise how it feels to be happy, sad or scared.</i>	Our Dream School <i>I can understand why rules are needed and how they relate to rights and responsibilities</i>  <i>I know how to make others feel valued</i>	Rewards and Consequences <i>I understand that my actions affect myself and others.</i>  <i>I understand that my behaviour bring rewards / consequences</i>	Our learning Charter <i>I can make responsible choices and take action</i>  <i>I can work cooperatively in a group</i>	Owning our Learning Charter <i>I understand my actions affect others and try to see things from their point of view</i>  <i>I am choosing to follow the Learning Charter</i>	
RE What do Hindu's believe God is like?	Introduction to Hinduism	What do Hindu symbols and stories show about belief in Brahman	How many gods are there in popular Hinduism? What can we find out about Hindu ideas about Brahman from looking at images of deities?	What does the Trimurti represent? Is the cycle of create/preserve/destroy important?	What do Hindu deities show about Brahman?	How does the Diwali story link to a Hindu deity	How might the idea of Brahman being in everything affect the actions of a Hindu?
Music	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Charanga – Let Your Spirit Fly						
PE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Hockey Dance						