

Year 3, Autumn 1 – Who first lived in Britain?

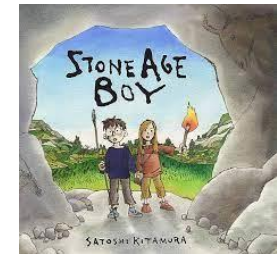


Key texts

Welcome to Year 3!

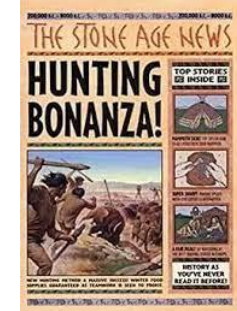
We hope you had a wonderful summer. We are so excited for our first term back.

This term we will be travelling back in time to discover what life would have been like in The Stone Age, Bronze Age and Iron Age. Our topic will begin with an exciting Stone Age workshop which will allow us to travel back in time and learn more about pre-historic Britain through hands on experiences. We will be learning about how Stone Age people survived, including their diet, tools and housing, and how this changed through the different time periods. We will be researching, exploring artefacts, and creating our own stone age cave paintings, sculptures and weapons during this topic!



Key vocabulary

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|----------------------|--|
| Pre-historic Britain | The history of Britain before people could read or write. We only know about this period of history by studying artefacts and housing left behind. |
| Settlement | A place where there were several stone-age shelters, like a small village. |
| Hunter-Gatherer | People who mainly find their food by hunting animals, fishing, and gathering fruit, nuts and berries. |
| Skara Brae | One of Britain's first pre-historic villages. |
| Archaeologist | People who work out our history by looking at artefacts that have been found. |
| B.C | Before Christ. A date like 250BC means 250 years before Christ was born. |
| Neolithic | Is the later part of the stone-age and follows the Palaeolithic and Mesolithic age. |



| Maths | Science | Art/Design |
|---|--|---|
| <p>To recognise the place value of each digit in a 3-digit number.</p> <p>To compare and order numbers up to 1000.</p> <p>To read and write numbers up to 1000 in numerals and words.</p> <p>To add and subtract number mentally, including, a 3-digit number and ones, a 3-digit numbers and tens, and a 3-digit number and hundreds.</p> <p>To add and subtract numbers up to 3-digits using formal written methods.</p> <p>Estimate the answer to a calculation and use the inverse to check.</p> | <p>To know about the importance of a nutritious, balanced diet.</p> <p>To know how nutrients, water and oxygen are transported within animals and humans.</p> <p>To know about the skeletal and muscular system of a human.</p> <p>To know about the purpose of the skeleton in humans and animals.</p> | <p>To know drawing has existed throughout human history.</p> <p>To know that drawing looks different depending on the texture of the material being drawn on.</p> <p>To know which media to select when drawing a realistic object</p> <p>To know how to use shape to sketch an image in the correct proportions.</p> <p>To know how to use pencils to show light through tonal shading</p> |
| English | History | RE |
| <p>In our English lessons, we will be reading The Stone Age Boy by Satoshi Kitamura. The children will be developing writing techniques to support them to create their own story with a portal structure. Children will explore and develop vocabulary to allow them to write more complex sentences to build suspense and emotion. These will include adjectives, repetition, and verbs. Please save this story for school only as we will be revealing new pages of the book bit by bit and we would love to keep up the excitement and allow the children to make predictions about what might happen next.</p> <p>In Whole Class Reading lessons, we will be reading The Stone Age News in which each page has a newspaper article layout. We will discuss the features and identify facts and opinions.</p> | <p>To know what Stone Age people used for survival.</p> <p>To know how evidence was gathered from the Stone Age (art, artefacts).</p> <p>To be able to describe what a typical day would have been like for a stone age man, woman or child.</p> <p>To research how the Stone Age developed into the Bronze Age and then the Iron Age.</p> | <p>To learn about different events and times of life that we celebrate.</p> <p>To understand that people celebrate things differently.</p> <p>To make connections between celebrations that are happy and celebrations that help us remember.</p> <p>To compare different religious and non-religious celebrations, such as weddings.</p> |

THE POPLAR PROMISE

At Poplar Farm School we are:

Problem solvers

Open minded and curious

Positive and independent

Loved and nurtured

Accepting of all

Resilient

