

During this half term our enquiry is:

What was Britain like at the end of the Iron Age? What had they achieved?

This enquiry aims to develop children's skills as a historian. They will carry out historical enquiry about the Stone, Bronze and Iron Age using a range of sources (including the fiction text 'Stone Age Boy' in English), begin to cross-reference information to check the reliability of sources and become aware that we need not rush to conclusions based on flimsy evidence. They will develop their understanding of chronology and begin to sequence events and talk about the past in terms of periods. They will understand some of the key characteristics of the periods, begin to spot anachronisms and secure an understanding of the main differences between today and the Stone, Bronze and Iron ages. The enquiry will incorporate science through investigating how we learn about the past through fossils. The children will learn how fossils are created by making some and will relate the rise of farming in Stone Age times to soil types, carrying out investigations to find out which soil types are best for growing crops.

Subject	Activities / areas to be covered in school	Possible learning at home
English	<p>We will begin this term by reading 'Stone Age Boy' by Satoshi Kitamura. We will be focusing on both reading and writing outcomes. We will be developing our inference, sequencing and summarising skills as well as continuing to practice our retrieval skills. During our writing time we will be exploring how to use conjunctions and fronted adverbials to make our writing more coherent. We will use drama to retell part of the story and use this to help us write a diary entry in the role of the boy from the story.</p> <p>Later in the term we will read How to Wash a Woolly Mammoth by Michelle Robinson. We will use this text to create some non-fiction writing about instructions. We will explore the use of propositions and imperative verbs.</p> <p>Throughout this half term we will be looking at non fiction texts linked to our enquiry, reading to retrieve information and then creating some nonfiction writing based on what we find out.</p>	<p>When your child comes across unfamiliar vocabulary, help them to understand its meaning by reading around the text, using the word in different sentences and finding it in a dictionary.</p>

Maths	To begin the term we will be continuing with addition and subtraction, building on our understanding of partitioning and using our knowledge of number bonds before looking at using formal methods (column) to solve calculations involving larger numbers. Following this our focus for the remainder of the term will be multiplication and division. We will look at how multiplication means 'groups of' and division is also linked to groupings. Children are expected to know their 2,3,4,5,6,8 and 10 times tables before leaving year 3 so this half term will ensure that the children are confident at answering questions from the 2, 5- and 10-times tables.	Recap number bonds within 10, Using these facts to complete simple addition and subtraction with speed. Eg. $6 + 4 = 10$ therefore $10 - 6 = 4$ Any times table support at home will dramatically help your child. There are plenty of free apps to download on tablets and printable pages. We especially like the 'topmarks' website for fun, educational multiplication and division games which can be played both on tablets as well as computers.
History	This term in history, we will be going back in time to the prehistoric era. We will find out how early men fed and clothed themselves, how they hunted, how they made tools and how they went about their everyday lives. We will explore the changes that took place between the Stone Age, Bronze Age and Iron Age as well as learning about Danebury Hill fort. We will also use artefacts to back up explanations on what life was like in these different pre-historic periods. Once all the learning has taken place, children will then evaluate what Britain was like at the end of the Iron Age and discuss the changes which had taken place.	Take a trip to the local library and borrow some books on prehistoric times in Britain. You could research about -how animals have changed since the prehistoric times - How has the look of the human changed since prehistoric times - What came after the Iron Age?
Science	This term in Science we will be looking at the different types of rocks found and how they are formed. This will help us understand how fossils are formed and will link to our historical enquiry as many fossils are linked to pre-history. The children will be working in groups in order to explain the process of fossilisation. They will carry out a variety of investigation to categorise rocks and learn about their properties.	Next time you are at the beach, or on a walk hunt for fossils. Can we see any? What would they tell us? Why are they important to our learning?
Physical Education	This year, outdoor P.E. outdoor P.E will be Basketball where the children will be practicing how to dribble the ball and work as a team, as well as different styles of passing. In our indoor slot we will be taking part in dance. Children will work in pairs and small groups to re-enact a stone age narrative.	Please make sure children have both indoor shoes and outdoor shoes. Outdoor shoes will get muddy so these cannot be the same as your child's school shoes.

Year 3

Autumn 2 Overview



PSHCE	November is Anti – bullying week where this year the theme this year is ‘Make a Noise’. We will be talking about what we can do both in the playground and online to stop bullying. We will also be highlighting the importance of remembrance day and thinking about how choices in the past have affected our future. Our main PSHE learning will be about how we keep ourselves safe. We will learn some basic first aid, remind ourselves of ‘Pants are Private rule’ and learn how to spot the dangers of household medicine and how smoking and alcohol can affect our bodies.	Anti – Bullying week is 14 th – 18 th November. Discuss with your child what bullying is and how we can all ensure bullying is stopped! Look for hazards around the home. How can you keep safe?
Religious Education	This term in RE we will be exploring the question ‘Why is the Bible important for Christians today?’ This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Christian scriptures – the Bible – exploring questions about what the Bible says and how the bible is used and valued in Christian communities today. Values and temptation are themes that will be looked into deeper, with children looking at Genesis chapter 1, the story of creation as well as the story of Adam and Eve.	Talk to your child about your family values. How did you as a family decide on them?
Music	In Music this term we will be learning about Caribbean music from the origins of Calypso before creating and performing our own lyrics for a Calypso song. Later in the term we will find out about the importance of percussion instruments in Caribbean music and how use different rhythms on tuned percussion.	Look at different music styles from around the world. https://www.bbc.co.uk/bitesize/topics/zw3bkhv/articles/zx8dmbk#zqk82394
Art	In art the children will explore how they can use charcoal and gestural movements made by the body to explore charcoal dance and performance. They will be introduced to an artist who creates large drawings using her whole body. They will share their thoughts about the work in class discussion. Their final piece of art work will involve them drawing by torchlight.	Sketch still life objects from around the house. Check out Olaf Falafel on YouTube for child friendly drawing tutorials.

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Computing	This term we will be will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with the children adding other types of media to their animation, such as music and text.	Make increasingly complicated animations using flip books.
French	We will learn 10 familiar animals and be introduced to the 1 st person singular high frequency verb 'I am' in the foreign language. By the end of the unit we will be able to recognise, recall, remember and spell up to 10 animals.	Learn the names of some French animals: https://www.bbc.co.uk/bitesize/topics/zjcbrij6/articles/z78wjhv