

[CL1]



TOPIC OVERVIEW



Year Group: 3	Meet the Flintstones	Term: 1	Autumn
English		Maths	
<ul style="list-style-type: none"> • Narrative - write stories containing historical events based on the book 'Stone Age Boy'. • Instructions - to write instructions about completing a stone age task (e.g. making a fire, making tools) • Letters - write a letter as if we were in the Stone Age. 		<ul style="list-style-type: none"> • Stone age related multiplication problems - solve problems, including missing number problems, involving multiplication. • Stone age number patterns and recordings - identify, represent and estimate numbers using different representations. 	
History	Geography	DT / ART	SCIENCE
<ul style="list-style-type: none"> • Changes in Britain from Stone Age to Iron Age 	<ul style="list-style-type: none"> • Describe and understand key aspects of human geography • Key geographical features of the countries of UK 	<ul style="list-style-type: none"> • Cave paintings - OUTDOOR LEARNING (using natural materials). Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. • Savoury item using food from the ground. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Prepare and cook a variety of predominately savoury dishes using a range of techniques. 	<ul style="list-style-type: none"> • Rocks and Fossils - compare and group rocks and describe the formation of fossils. • Animals and Humans - look at nutrition, transportation of water and nutrients in the body, the muscle and skeleton system of humans and animals.
COMPUTING	RE	PE	PSHCE

<ul style="list-style-type: none"> • Design an E-safety poster - use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • Coding working with variables (Espresso/Purple Mash) - Design and write programs that accomplish specific goals, including controlling or stimulating physical systems. Use sequence, selections and repetition in programs, work with variables and various forms of input and output. 	<ul style="list-style-type: none"> • Believing in Wakefield • Does a beautiful world mean there is a wonderful God? 	<ul style="list-style-type: none"> • Take part in <i>Gymnastics</i> activities. • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> • New beginnings/ Getting on falling out - Importance of Rules • Recognise their importance as individuals • Actions and consequences
<p style="text-align: center;">MUSIC</p>	<p style="text-align: center;">Languages</p>	<p style="text-align: center;">SMSC</p>	<p style="text-align: center;">Enriching the curriculum (Visits, Visitors, special days)</p>
<ul style="list-style-type: none"> • Guitars - play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. • Listen with attention to detail and recall sounds with increasing aural memory. 	<ul style="list-style-type: none"> • French - Speak, Read & Write 	<ul style="list-style-type: none"> • TASC - Design and make an outdoor shelter using natural materials • Philosophy - understanding that actions have consequences, importance of individuals, why are we different? 	<ul style="list-style-type: none"> • Caveman visitor