Berkswell Church of England Primary School Curriculum Overview
Year 3 Autumn Term – Ancient World – The Stone Age & Ancient Greece

English

Recount

This unit is constructed around a central theme of 'The Stone Age'. The children will be taken on a variety of first hand stone age experiences which will be followed up by writing different diary entries in the 1st person.

Curricular aims of this unit:

- To identify the features of a recount
- To explore the grammar and spelling requirements in context
- To identify and use the past and present tense
- To use time conjunctions to sequence events
- To orally retell events from their own experiences
- To write their own diary entry to recount the main events

Instructions

This unit is continuing to focus on life in the Stone Age. Children are asked to design and make a variety of things and then time is spent writing up the instructions using step by step sentences.

Curricular aims of this unit:

- To identify the features of instruction writing
- To explore the grammar and spelling requirements in context
- To use adverbs and verbs in an effective way
- To use time conjunctions to sequence events
- To write their own step by step instructions in order.

Greek myths

During this unit the children will read a selection of Greek myths to include; Theseus and the Minotaur, Icarus and Daedalus, Perseus and Medusa and Pandora's box. We will look in detail about the different characters, settings and plots, with a focus on descriptive writing. To conclude the unit the children will plan and write their own Greek myth with an important moral behind it.

Curricular aims of this unit:

- To explore a range of Greek myths and discuss their purpose
- To retell some stories using drama and role play
- To explore the grammar and spelling requirements in context
- To describe characters and settings in a descriptive way
- To create their own Greek myths to entertain others

The following will be taught and consolidated throughout the year:

- **Phonics and Spelling**
  - Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet
  - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
  - Read exception words
  - Revise phonics from KS1 and learn new diagraphs and trigraphs
  - Spell words that are often misspelt

- **Grammar and Punctuation**
  - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - Choose nouns or pronouns appropriately for clarity and to avoid repetition
  - Use conjunctions, adverbs and prepositions to express time and cause
  - Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases
  - Use of paragraphs to organise ideas around a theme
  - Use of inverted commas and other punctuation to indicate direct speech
  - Use and understand the grammatical terminology in English

- **Handwriting**
  - Use the diagonal and horizontal strokes that are needed to join letters.
  - Increase the legibility, consistency and quality of handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Additionally, each class studies a class book during BREAK (Berkswell reads for Enjoyment and Knowledge) sessions. This term, children in Year 3 will be reading **'Littlenose the hunter' and Ancient Greece non-fiction books.**

VIPERS skills: Vocabulary, Inference, Prediction, Explain, Retrieve and Summarise

Maths

Number and place value

Count forwards and backwards in ones within 100.

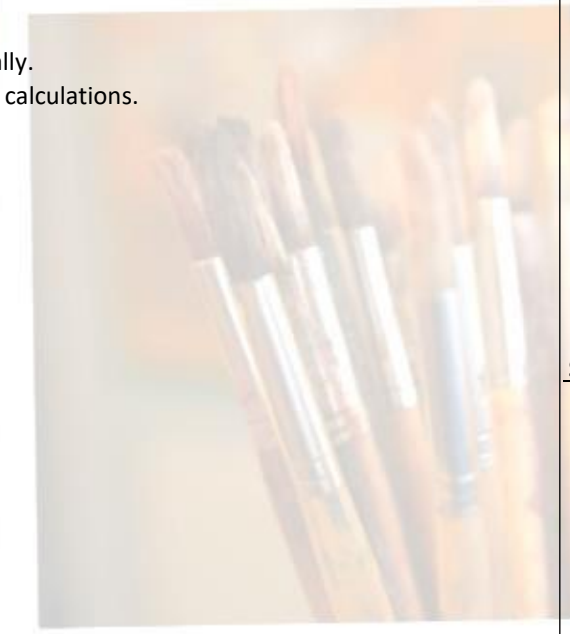
- Count in multiples of 2, 3, 4 and 5
- Count in multiples of 100.
- Identify hundreds, tens and ones in three-digit numbers.
- Represent three-digit numbers using concrete resources.
- Partition three-digit numbers into hundreds, tens and ones.
- Read and write numbers to 1000 in numerals.
- Compare numbers within 1000.
- Order numbers to 1000.
- Find 10 more and 10 less than a number.

Addition and subtraction

- Revise addition and subtraction facts.
- Add ones to three-digit numbers mentally.
- Subtract ones from three-digit numbers mentally.
- Add tens to three-digit numbers mentally.
- Subtract tens from three-digit numbers mentally.
- Add hundreds to three-digit numbers mentally.
- Subtract hundreds from three-digit numbers mentally.
- Use number lines and practical resources to support calculations.

Multiplication and division

- Recognise multiplication as repeated addition.
- Recall multiplication facts for the 3-times table.
- Recall division facts linked to the 3-times table.
- Use arrays to represent multiplication facts
- Understand division as grouping and sharing



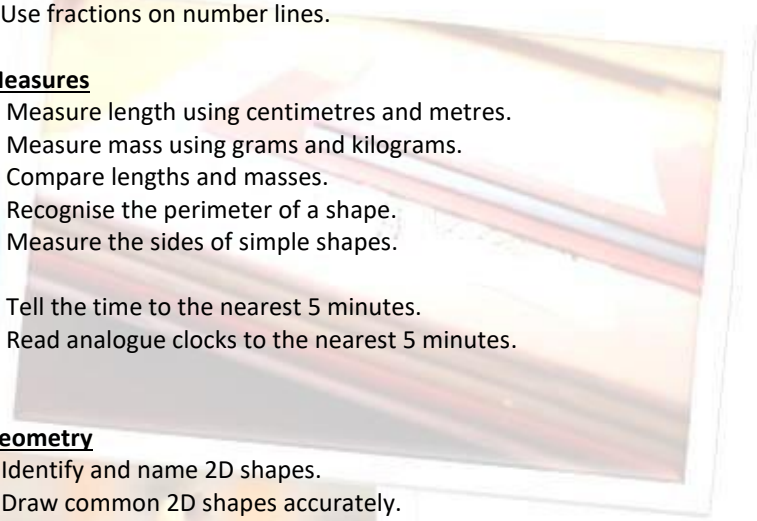
Fractions

- Understand a fraction as equal parts of a whole.
- Recognise unit fractions.
- Recognise non-unit fractions.
- Find simple fractions of shapes.
- Find simple fractions of objects.
- Use fractions on number lines.

Measures

- Measure length using centimetres and metres.
- Measure mass using grams and kilograms.
- Compare lengths and masses.
- Recognise the perimeter of a shape.
- Measure the sides of simple shapes.

- Tell the time to the nearest 5 minutes.
- Read analogue clocks to the nearest 5 minutes.



Geometry

- Identify and name 2D shapes.
- Draw common 2D shapes accurately.
- Identify and name 3D shapes.
- Build 3D shapes using modelling materials.
- Recognise 3D shapes in different orientations.
- Recognise horizontal, vertical and diagonal lines.
- Identify perpendicular and parallel lines
- Understand half, quarter, three-quarter and full turns.

Statistics

- Read simple tables.
- Interpret pictograms
- Interpret bar charts.
- Answer one-step questions about data.
- Use vocabulary such as more and fewer.

Science

Rocks

Pupils explore the characteristics of rocks, learn their names and how they are formed. They carry out simple tests on different rocks and use chocolate to model how rocks are made. They explore the composition of soil and think about how soil is made. They learn about the formation of fossils and make their own modelfossils.

Key Concepts

1. That different rocks have different properties
2. That rocks can be classified as igneous, sedimentary or metamorphic and this classification depends on the method of their formation
3. That soil is composed of rock particles and organic matter
4. That fossils are imprints of living things from millions of years ago
5. That we can learn about prehistoric animals from fossils

Developing scientific thinking

This unit supports the following elements in particular:

- Ask relevant questions and using different types of scientific enquiries to answer them
- Set up simple practical enquiries, comparative and fair tests
- Make systematic and careful observations
- Gather, record, classify and present data in a variety of ways to help in answering questions, recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Use straightforward scientific evidence to answer questions or to support their findings

Skeletons

Pupils learn about external and internal skeletons in humans and other animals. They make skeleton diagrams and studying the names and functions of the major bones. They learn about muscles contracting and relaxing to move the bones and that some muscles work involuntary (the heart).

Key Concepts

- Skeletons provide support, protection and movement for the body
- There are two basic types of skeleton – internal and external
- Muscles are needed for movement.

Computing

Coding

Children learn how to use timers to control when actions happen, practise the repeat command to make instructions more efficient, and begin to understand nesting code to create more complex behaviours. They build simple sequences, test and debug their work, and start using design documentation to plan their ideas before coding a Stone Age animation.

Route Explorers

Children will plan algorithms and write code that includes angles of turn to create routes for screen turtles, testing them using 2Go. Children will experiment with using the repeat command to make shapes that have 90° and 45° angles.

Being safe in a digital world

Children will learn the fundamentals of staying safe online. They will explore this through the themes of self-image and identity, online relationships, online reputation and online bullying.

Geography

Geography will be covered in the Spring term.

Developing scientific thinking

This unit supports the following elements in particular:

- Ask relevant questions and using different types of scientific enquiries to answer them
- Set up simple practical enquiries, comparative and fair tests
- Make systematic and careful observations
- Gather, record, classify and present data in a variety of ways to help in answering questions, recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Identify differences, similarities or changes related to simple scientific ideas and processes
- Use straightforward scientific evidence to answer questions or to support their findings.

History

Stone age to Iron age

Pupils will be taught about the changes from the Stone Age to the Iron Age. This will include looking at:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

-Bronze Age religion, technology and travel, for example, Stonehenge

- Iron Age hill forts: tribal kingdoms, farming, art and culture

Ancient Greece

Pupils explore the world of Ancient Greece, discovering how Greek ideas, stories and inventions have shaped life in Britain and the wider world today.

This includes learning about:

- Greek city-states — how places like Athens and Sparta were organised and how people lived differently in each
- Greek myths and legends — stories of gods, heroes and monsters that helped explain the world
- Democracy — how the Ancient Greeks developed early forms of voting and decision-making
- Warfare and conflict — including hoplite soldiers, the Trojan Wars and rivalry between Athens and Sparta
- Daily life — homes, food, clothing, education and the roles of men, women and children
- Greek achievements and legacy — art, theatre, architecture, science and the Olympic Games, and how these still influence the modern world

Music

We Will Rock You-singing skills
All the learning is focused around one song: We Will Rock You. Throughout this we will learn to sing thesong and accompany it with sounds from nature. We will look at the dimensions of music (pulse, rhythm, pitch etc) and singing and playing instruments are all linked to create a final musical performance.

Stone age music- sounds from the environment
The pupils will be learning about the different instruments that were played in the stone age. The pupils will then try to recreate some stone age music. They create accompaniments and sound pictures to reflect sounds in their local environment. (linking with sounds heard in the environment during stone age times)

The Dragon Song- music from mythical creatures
The Dragon Song and other mythical creatures songs will form the basis of this unit of work. Children will be given time to listen to, learn and perform the songs. Lots of time will be spent on listening to and appraising the song focusing on the key musical elements.

Religious Education

Why are nature and the seasons significant for religion and worldviews?
In this unit pupils look at how nature and seasons are important to religious and non-religious worldviews. They will look at how the lunar cycle, light and dark shape religious festivals including Easter, Eid-al-Fitr, Passover, Kala. Pagan worldview are central to seasons, cycles and nature.

What do Christians learn from the Creation story?
In this unit pupils retell the Creation Story and describe God the Creator. They explore how God considers Christians as 'caretakers' of his creation. They understand , through the bible of Adam and Eve, how humans spoiled their relationship with God.



Art

Cave paintings

Pupils will be looking at some cave paintings and discussing the symbols and pictures commonly used. We will then go foraging for different natural dyes in the world and use these to create our own cave pictures.

Greek pots

Pupils will look at different Greek artefacts to collect ideas for shape and pattern from Ancient Greek times. Pupils will then create their own Greek pot using clay. We will be considering the shape on the pots, the use of Greek patterns and effective designs, representing life in Ancient Greece.

PSD- The jigsaw approach

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.

The children will cover two themes (puzzles) this term:
Being Me In My World

This covers a wide range of topics including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference

This focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference' and explore the concept of 'normal'. There is a big focus on bullying, learning what it is and what it isn't and developing strategies for dealing with it effectively.

Design Technology

Shelters

Pupils will be looking at different shelters from the Stone Age through to the Iron Age. The pupils will then be designing and making their own team shelter considering what is needed to make a strong and sturdy shelter.

French

Pupils will explore the theme:

Getting to Know You

- Instructions
- Greetings
- Numbers 1-20
- Key questions
  -What's your name?
  -How do you feel?
  -How old are you?
- Christmas in France

Pupils will learn basic skills in listening, speaking, reading, writing and grammar

Physical Education

Gym

- Perform a variety of jumps with control
- Perform a variety of rolls with control
- Begin to use skills in different ways and to link them to make actions and sequences of movement.
- Begin to develop flexibility control and balance
- Begin to compare their performances with previous ones and recognise their own success.

Netball

- Pass and receive a netball safely (chest and bounce pass).
- Perform a stride and jump stop in netball.
- Perform a dodge in netball to get into a space.
- Shooting the ball high and bending knees-into hoop/target.
- Adapted games, begin to apply some basic principles for attacking & defending.

Multi skills

- Balance equipment on varying body parts and balance on one leg.
- Change direction and speed
- Co-ordinate their body to perform a combination of movement or actions
- Balance an object while moving
- Complete each test and measure and record one another's scores.
- Can explain the need to warm up before exercising

Football

- Can stop a ball using both the sole and inside of their feet and attempt to stop a ball using
- the outside of their feet.
- Can pass a ball using the inside of their foot, with some accuracy.
- Can dribble a ball using their feet and attempt a turn with some control.
- Can sometimes make a standing tackle in a 1v1.
- Can kick a stationary ball past a goalkeeper with some success