

# Y3

# STONES AND BONES



The topic for this term is **Stones and Bones**. Children will find out about the Stone Age and the lives of early humans, explore rocks and soils in science, read *Pebble in my Pocket* in English and focus on the rock and bone painting of Georgia O’Keeffe in art.

AUTUMN TERM 1

## MATHS

### Unit 1: Number sense

To gain a greater understanding of our number system, pupils explore the language of numbers and the patterns within the digits. Pupils can then make connections between this and the value of digits in 2-digit numbers before applying their understanding of place value to ordering numbers. Using part-whole language and a variety of representations (including bar models) pupils explore number bonds to 20.

### Unit 2: Place Value

Dienes blocks are used to support pupils in developing a secure understanding of the value of each digit in 3-digit numbers. Pupils should be given opportunities to explore and play with numbers and be encouraged to partition numbers in different ways using Dienes equipment. Pupils can then apply their understanding of place value to ordering and comparing numbers. Using their understanding of place value, pupils calculate 10 or 100 more or less.

## ENGLISH

Our core text for this half term will be *Pebble in my Pocket*. This information book excites the reader’s interest, curiosity and sense of wonder. Meredith Hooper, an award winning science writer, brings her expertise and storytelling skills to the subject of the Earth’s history, beginning with the contemplation of a pebble and a question. The absorbing text and illustrations take the reader through the 480 million years of the pebble’s journey, from the spectacular furnace of volcanic eruptions to the cool seashore and the grassy field.

## SCIENCE

## HISTORY

### Stone and Iron age

Building chronologically from their study of the prehistoric era, the children will study the dawn of humanity and the birth of civilisation, during a light introduction to an international historical perspective. They will use sources to interpret the past. They will build an understanding of early humanity, from the Bronze Age and develop their chronological understanding by placing events, dates and figures on a time line. Children will learn describe the social, ethnic, cultural or religious diversity of past society and describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

## PSHE

Being Me in My World  
  
Being part of a class team  
Being a school citizen  
Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making  
Having a voice What motivates behaviour

## ART

Children will learn about watercolour techniques and the effect of different brushes/brushwork. They will focus on the work of Georgia O’Keeffe.

## RE

In RE we engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. The key question for this term will be:  
**What do Christians and Hindus believe about God?**  
Children will ask questions and suggest some of their own responses to ideas about God, suggest why having a faith or belief in something can be hard,

## PE

Invasion Games (Football)

## MUSIC

Charanga music scheme

	<b>Rocks and Soils</b> <b>Key scientist: Mary Anning</b>		Dance		identify how and say why it makes a difference in people's lives to believe in God.
	<ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their simple, physical properties.</li> <li>• Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.</li> <li>• Recognise that soils are made from rocks and organic matter.</li> </ul>				
	<b>MFL</b>	<b>COMPUTING</b>			
Spanish	Computer systems and networks Children will learn the difference between digital and non digital devices and discover how digital devices work. They will learn about how computers are connected and about computer networks.				