



Gainsborough Primary and Nursery School

Curriculum Brochure for Parents and Carers



English

Key vocabulary: narrative, inverted commas, paragraphs, verbs, expanded noun phrase, prefix, suffixes, homophones, apostrophe (possessive/ contradiction)

What pupils will learn:

This term we will be exploring the Stone Age. The children will be learning to develop their character descriptions, narrative, instructional and report writing. Within their writing they will be using expanded noun phrases, conjunctions, adverbials and preposition. As well as focusing on paragraphing and punctuation.

History – Ancient Greeks

Key vocabulary:

Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma, homophone.

What pupils will learn:

The Stone Age

I know people were hunters and they found food by roaming from place to place in different seasons.

I know tools were developed to become smaller and finer.

The Bronze Age

I know people began to settle into farming villages and started to look after animals and grow their own crops.

I know people discovered how to get metals out of rocks.

I know bronze replaced stone as the best material for making tools, weapons and jewellery.

The Iron Age

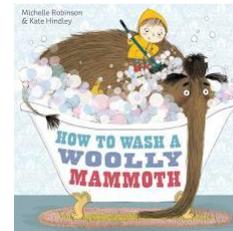
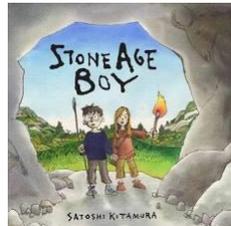
I know iron is the main material for making tools and weapons.

I know people lived in tribes and began to protect themselves by settling in hillforts.

Year 3
Autumn Term

The Stone Age

Focus texts:



Maths

Key vocabulary:

More, less, greater than, equal to, less than, order, compare, place value, hundred/s, symbols, digits, add, subtract, addition, subtraction, left over, hundreds, tens, units, exchange, pattern, variation, total, altogether, regroup, partition, mentally, multiple, column method, approximate, estimate, fact family, bar model, logic/ally, equal grouping, unequal, shared.

What pupils will learn:

In maths, the pupils will continue to use Power Maths. This term we will focus mainly upon; place value within 1,000, addition and subtraction, multiplication and division.

Science – Rocks & animals including humans

Key vocabulary:

Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, soil, fossil, marble, chalk, sandstone, slate, peat, clay. Joints, spine, ribs, skull, muscle, support, protect, move, fat, water, skeletons, bones, fibre, vitamins, minerals, protein, sugar, carbohydrates, nutrition.

What pupils will learn:

I know how to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

I know how fossils are formed.

I know and can recognize that soils are made from rocks and organic matter.

I know why animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food – they get nutrition from what they eat.

I know that humans and some other animals have skeletons and muscles for support, protection and movement.

<p><u>Geography – UK/Where I live</u> <u>Key vocabulary:</u> Geographical regions capital cities, locate, globe, compass points <u>What pupils will learn:</u> I know and can locate and name the Lake District and explain its location in the UK. I know how to refer to Counties of the UK and name important cities in my region of the North West. I know and understand that Crewe is part of the county of Cheshire in England.</p> <p><u>Design Technology – Stone Age jewellery</u> <u>Key vocabulary:</u> Inspiration, design, plan, create, skills, prove, criteria, equipment, materials, attractive <u>What pupils will learn:</u> I know how to use computer aided design to design Stone age jewellery. I know how to research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. I know how to generate, develop, model and communicate their ideas through discussion and annotated sketches. I know how to investigate and analyse a range of existing products. I know how to evaluate my own ideas and products.</p> <p><u>Art – Drawing & sculpture/Stone Age vases</u> <u>Key vocabulary:</u> Control, creativity, art, experimentation, intricate, patterns, marks, media, textures, grades. <u>What pupils will learn:</u> I know how to develop control, use of materials, creativity, experimentation and awareness of different kinds of art. I know how to develop intricate patterns and marks with a variety of media. I know how to create textures and intricate patterns with a wide range of drawing implements, including different grades of pencil. Improve mastery of sculpture with a range of materials.</p>	<p><u>PSHE including well-being and mental health</u> <u>Key vocabulary:</u> health, well-being, balanced diet, habits, feelings, conflict, safety. <u>What pupils will learn:</u> I know how to maintain a healthy lifestyle. I know and understand how we grow and change. I know and understand how to keep safe. We also use ‘No outsiders’ and ‘My healthy mind’ alongside our British values and PSHE curriculum.</p> <p><u>RE – Christianity</u> <u>Key vocabulary:</u> Infant baptism, believers’ baptism, disciples, commandments, salvation, parable, founded, symbolise, infant, holy spirit. <u>What pupils will learn:</u> I know how the bible is used in the local church by Christians for guidance, devotion & inspiration. I know and can make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. I know about an ‘infant’ and ‘believer’s’ baptism and why they are important to Christians. I know and can describe and explain how Christians live their life as disciples.</p> <p><u>Music – Stone Age rap</u> <u>Key vocabulary:</u> syllables, learn, perform. <u>What pupils will learn:</u> I know and can learn & perform some songs with 2/3 parts.</p> <p><u>Computing – Internet Safety/coding</u> <u>Key vocabulary:</u> Password, internet, username, computer simulation, repeat, variable, code, timer, object, selection. <u>What pupils will learn:</u> I know and can identify how safe a website is and understand the importance of secure passwords. I know how to create a code using the repeat, timer and variable tools. I know how to explore and evaluate simulations.</p>	<p><u>MFL – Greetings, colour, numbers</u> <u>Key vocabulary:</u> Bonjour, bonsoir, bonne nuit, salut . Je m’appelle, Comment t’appelles-tu?, monsieur, madame, mademoiselle. Comment ça va?, Bien, Très bien, Comme ci, comme ça, Ça ne va pas très bien, Ça va mal, Merci, Et toi? Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. bleu, blanc, rouge, noir, jaune, vert, gris, orange, rose, violet, marron. <u>What pupils will learn:</u> I know how to say and respond to simple French greetings (including name). I know how to join in with, and respond to, spoken language. I know how to explore the patterns and sounds of language through songs and rhymes. I know how to engage in simple conversations. I know how to ask and answer questions. I know numbers 1-10. I know different colours and how to write them.</p> <p><u>PE – Games/gymnastics</u> <u>Key vocabulary:</u> Throw, catch, control, awareness of space, support, opposition, strike and field, accuracy, rules, possession, adapt tactics. Adapt sequences, apparatus, criteria, strength, suppleness, performance, compare and contrast sequences, stamina, improve. <u>What pupils will learn:</u> I know how to throw and catch with control. I know and I am aware of space and use it to support teammates and to cause problems for the opposition. I know and use rules fairly. I know how to adapt sequences to suit different types of apparatus and criteria. I know and can explain how strength and suppleness affect performance. I know how to compare and contrast gymnastic sequences.</p>
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