

Year 3/4 Curriculum Information

Autumn 1



<p>Important information</p> <p>Outdoor Learning: Alternate weeks: Year 3 (Ducks and Koalas) - Thursday AM starting with Ducks on 11th September. Year 4 (Zebras and Foxes) - Tuesday AM starting with Foxes on 9th September.</p> <p><i>Children can come to school dressed in their Outdoor Learning clothes and bring their uniform to change into.</i></p> <p>PE: Year 3 (Ducks and Koalas) - Tuesday and Wednesday Year 4 (Zebras and Foxes) – Monday and Friday</p> <p>Library: Koalas – Tuesday afternoon Ducks, Foxes & Zebras – Wednesday afternoon</p>	<p>Homework:</p> <p>Maths: Times Table Rock Stars – If you need a copy of your login, please let the class teacher know.</p> <p>Reading: Read at home to earn a bookmark stamp = 10 stamps earns a raffle ticket for our reading raffle. Recommended reading time is 15-20 minutes per day for children in years 3 and 4.</p> <p>Word Study: Weekly quizzes will be set for Word Study which allow the children to answer questions relating to the focus in class that week. Logins will be sent out for this.</p>	<p>Shared Learning/ Theme Outcome:</p> <p>Year 3 - Our shared learning is from 2:30pm – 3:00pm on Thursday 25th September</p> <p>Year 4 - Our shared learning is from 2:30pm – 3:00pm on Wednesday 24th September.</p> <p>The shared learning focus will be reading.</p>
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<p><u>English</u></p> <p>The text we will be enjoying reading as a class is 'The Wild Way Home' by Sophie Kirtley.</p> <p>Both Year 3 and Year 4 will be using 'The Stone Age Boy' by Satoshi Kitamura in preparation for theme week on Stone Age to Iron Age.</p>	<p><u>Maths</u></p> <p>The Year 3 units which will be covered include:</p> <ul style="list-style-type: none"> • Number and Place Value • Addition with up to 3-digit numbers <p>The Year 4 units which will be covered include:</p> <ul style="list-style-type: none"> • Number and Place Value including negative numbers and counting through zero • Addition and subtraction with up to 4-digit numbers 	<p><u>Science</u></p> <p>Light and shadows</p> <ul style="list-style-type: none"> • Recognise that we need light in order to see and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that shadows are formed when the light from a light source is blocked by an opaque object • Find patterns in the way that sizes of shadows change
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<p>Year 4 will then be understanding the structure of a traditional tale/fable by looking at The Tortoise and the Hare, and Year 3 will be looking at Little Red & The Hungry Lion.</p> <p>Later in the half term, Year 4 will be writing letters and recounts and Year 3 will be writing a non-chronological report using How Dinosaurs Really Work!</p>	<p>Both year groups will have daily arithmetic time within the maths lesson. This focuses on using fluency/methods to answer a range of questions.</p> <p>We will be continuing to build on children's speed and fluency of times tables recall through daily practice in TTRS time.</p>	<p style="text-align: center;"><u>Theme</u></p> <p>Through our theme of Stone Age to Iron Age Britain, we will be looking at:</p> <ul style="list-style-type: none"> • The developments of tools, housing and farming • The progression of humans from nomads to settlers • How early people communicated (cave paintings and stories) <p>We will endeavour to answer the question "Would you rather live in the Stone Age, Bronze Age or Iron Age?"</p>
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Pre-historic Britain (The Stone Age to the Iron Age)



Human evolution:

Tool-makers (*Homo habilis*) – were the first humans to make stone tools.

Fire-makers (*Homo erectus*) – were the first humans to learn how to make fire.

Neanderthals (*Homo neanderthalensis*) – these were the first humans to live in caves and wear clothes.

Modern Humans (*Homo sapiens*) – The first *Homo sapiens* originated around 200,000 years ago in Africa.

Our focus:

Technology, tools and inventions: this will include fire, the wheel and learning about tools developed and adapted through these ages.

Homes and everyday life: this will be about the development of survival skills and how humans evolved over time from becoming hunter gathers to farmers.

Art, culture and communication: this is about using cave paintings to communicate stories.

Places to Visit: There are hillforts, barrows, cairns and stone circles on public land across England as well as plenty of collections in local, regional and national museums.

Possible visit sites include: * Cresswell Crags, Nottinghamshire * Butser Ancient Farm, Hampshire
* Flag Fen, Cambridgeshire * Stonehenge, Wiltshire
* Bodrifty Iron Age Settlement, Cornwall * Museum of the Iron Age, Hampshire

Further Information:

BBC Pre-History: <https://www.bbc.co.uk/bitesize/topics/z82hsbk>

Mr Bradley – learning made fun:

https://www.youtube.com/playlist?list=PLqFwB3lnIFxaBC2h_Ps73LZFBOJDPJANC

Timeline of Key Events

Stone Age:

Palaeolithic to 10,000 BCE

Mesolithic to 4000 BCE

Neolithic to 2300 BCE

Bronze Age:

2300 BCE to 800 BCE

Iron Age:

800 BCE to 43 CE

All dates below are approximate

800,000 BCE Earliest footprints in Britain

400,000 BCE Earliest hearth in Britain

10,000 BCE End of the last Ice Age

6000 BCE Land bridge to Europe flooded

4000 BCE Adoption of agriculture

3000 BCE Stonehenge started

3000 BCE Skara Brae built

2300 BCE Bronze working introduced

1600 BCE Stonehenge abandoned

1500 BCE Villages and mixed farming

1200 BCE First hillforts

800 BCE Ironworking introduced

120 BCE Coins introduced from Europe

100 BCE Belgae arrived from Europe

80 BCE Roman amphorae imported

54 BCE First Roman invasion (Julius Caesar)

43 CE Second Roman invasion (Claudius)

Key Vocabulary:

Stone Age, Iron Age, Bronze Age, Ice Age, Neolithic, pre-historic, Neanderthals, hunter, gatherer, cave painting, spears, hammer stone, hand axe, artefacts, homo sapiens.