

Key Vocabulary

Digit
Place Value
Calculate
Addition
Subtraction
Multiplication
Division
Equal
More
Less

Nutrition
Skeleton
Muscles
Diet
Joints
Pelvis
Cartilage
Rib cage
Tendon
Spine

Archaeologist
Artefact
Neolithic
B.C
Chronological
Tribal
Hunter-gatherers
Shelter
Civilianization
Settlement
Prey

Year 3 Autumn 1:1 Recovery Curriculum

Key areas of Maths learning:

- Place Value
- Addition
- Subtraction
- Fractions

Key areas of English learning:

Disgusting Sandwich – Gareth Edwards

Reading the book and engaging in comprehension activities linked to it

Writing instructions

Retelling the Story

-Sentence Structure & Types

-Basic Punctuation

-Coordinating Conjunctions (and, but, so, or)

Subordinating Conjunctions (when, if, that, because)

-Imperative Verbs

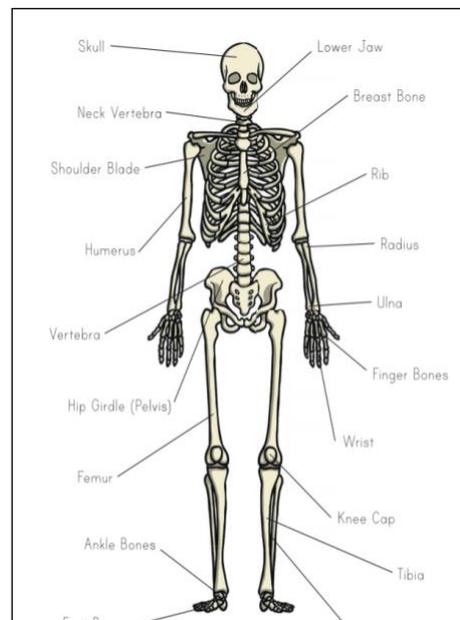
-Past and Present Tense

-Proof Reading and Editing

Whole class Guided Reading using **The Enchanted Wood**



Science key area of learning: Skeletons



Science knowledge and understanding:

Identify that humans and some other animals have skeletons and muscles for support, protection and movement

Home learning ideas/places to visit (Community)

Read Together: You could read non-fiction texts about the Stone Age or skeletons.

Talk Together: Discuss the knowledge mats for each topic and also research facts about the Stone Age.

Make/Do Together: You could make a Stone Age shelter. Find a new recipe and try to make it.

Physical Education skills development and activity:

We will be learning how to play basketball and handball. We will be developing a range of specific skills such as performing a basketball dribble. There will also be an emphasis on team skills such as using strategies, tactics and routes to success.



Historical knowledge and skills

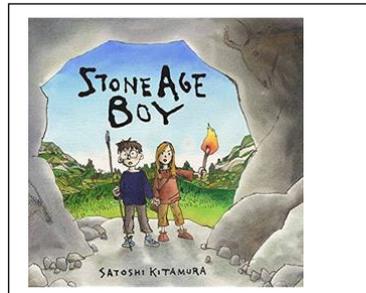
Know how Britain change between the stone age and 1066, to include the stone age period, the occupation of Britain by the Romans and Anglo-Saxons and Vikings.

Historical Skills

- Sequences events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time.
- Knows that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- Uses a variety of sources to collect information about the past.
- Suggests sources of evidence from a selection to help answer questions and says how it can be used to find out about the past
- Starts to compare two versions of a past event.
- Observes and uses pictures, photographs and artefacts to find out about the past.
- Starts to use stories or accounts to distinguish between fact and fiction.
- Explains that there are different types of evidence and sources that can be used to help represent the past.

Historical Knowledge

- Know how Britain changed between the beginning of the stone age and the iron age
- Know the main differences between the stone, bronze and iron ages
- Know what is meant by 'hunter-gatherers'



Creativity (connections and fluency of ideas) How we are going to share our learning with our community:

Sharing information through our class blogs.

Design and Technology knowledge and skills:

Designing:

- prove that a design meets a set criteria
- design a product and make sure that it looks attractive
- choose a material for both its suitability and its appearance

Making

- follow a step-by-step plan, choosing the right equipment and materials
- select the most appropriate tools and techniques for a given task
- make a product which uses both electrical and mechanical components
- work accurately to measure, make cuts and make holes

Evaluate

- explain how to improve a finished model
- know why a model has, or has not, been successful



bring a feeling of belonging to a Hindu child?

Religion: Hinduism

PSHE development:

Me and my Relationships

Cooperation
Friendship
(including respectful relationships)

