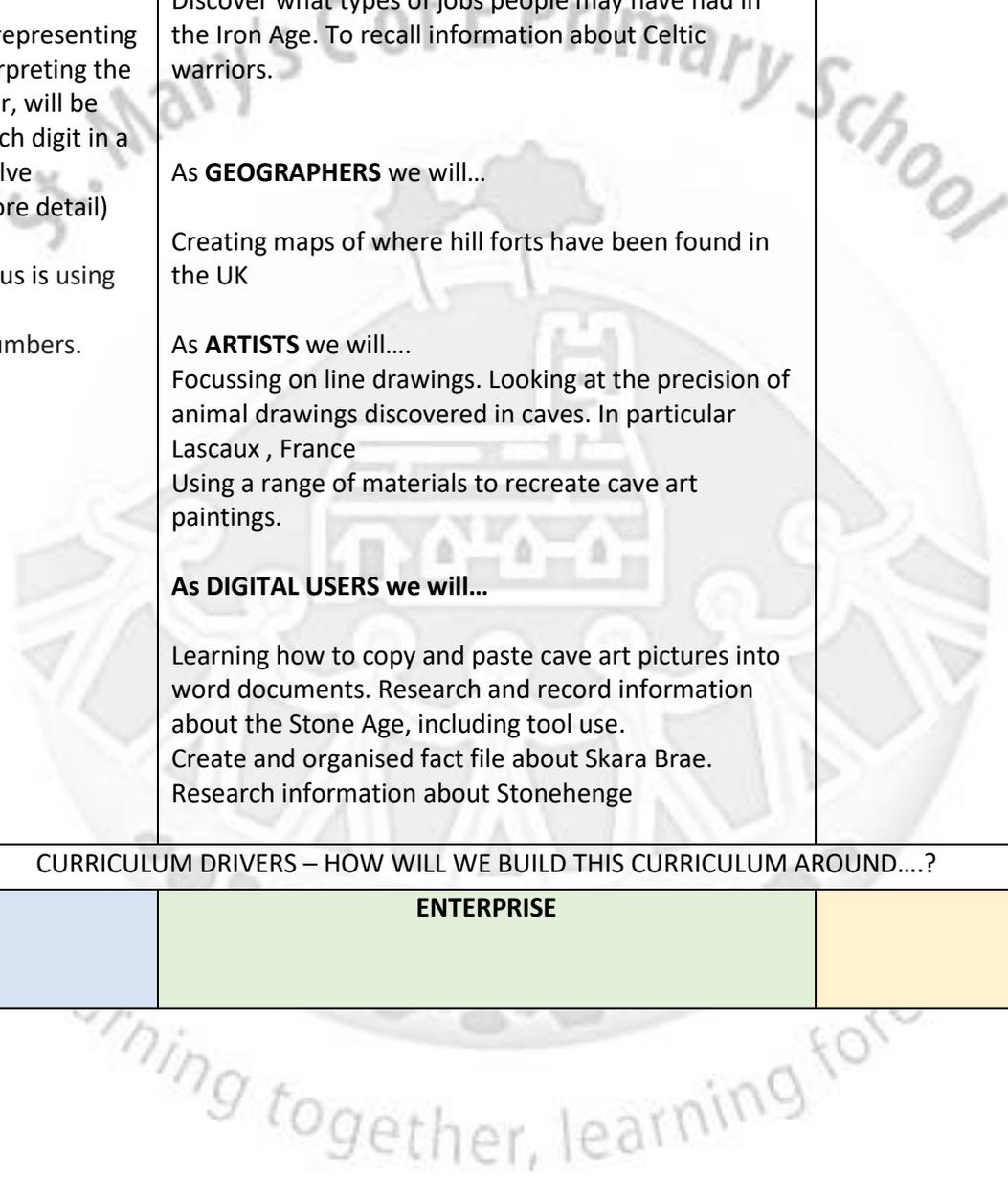


TEACHER Mrs Daone/Mrs Munro	CLASS The Hive Y3	TERM 1 & 2
<p>CONTEXT FOR LEARNING/DAZZLING START</p> <p>The Stone Age is here....Lego, the X box, pizza and cars are no more....in front of us, outside, is a dead rabbit, some stones and kindling.... Will we survive?</p>	<p>THEME Our Ancient Ancestors</p> <p>PROJECTS</p> <p>As SCIENTISTS we will.... Understanding about the diet of different animals. Classifying animals as herbivores, carnivores or omnivores. Recognising the main food groups and which food groups they contain. Plan an experiment for someone else.</p>	<p>CLASS READERS The Butterfly Lion – Michael Morpurgo</p> <p>VISIT/VISITOR/OUTDOOR LEARNING</p> <ul style="list-style-type: none"> • Team Bath cyclist to visit week 1 • Forest School: The Stone Age • Christmas singing to the elderly
<p>CORE CONCEPTS ENGLISH – KEY TEXTS Lost and Found stories ('Lost and Found' Oliver Jeffers) /Recount</p> <p>WRITING Our first text will be 'Lost and Found'. We will be focusing on adjectives and noun phrases to describe a character. Recount – write an historical recount about Stone Age Man, beginning to use paragraphs to group related ideas. Poetry – Harvest poems for Church Service led by Y2/3</p> <p>READING We will be using dictionaries to check the meanings of words and a thesaurus to find synonyms. During guided reading the class will focus on maintaining positive attitudes when reading a range of fiction and non-fiction. They will discuss their understanding of the text and begin to express their views both orally and by writing book reviews.</p> <p>PHONICS/SPELLING Strategies for learning words: Words from Y3/4 spelling lists. Strategies at the point of writing: Have a go. Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing') Practise prefix 'dis-' Apply prefix 'un-' Apostrophes for contractions</p>	<p>As DESIGNERS we will... create our own Stone Age tools. Designing and make Stone Age jewellery Create a clay bell beaker. Create a model of a round house</p> <p>As HISTORIANS we will ... Be asking historical questions about the Stone Age. Discovering how the Stone Age people obtained their food and show an understanding of the Stone Age diet. Learning about the tools used. Investigating Stone Age animals. Learning about where they lived and how they changed over time. Understand the importance of Skara Brae and its archaeological discoveries. Understand the importance of the change from hunter gatherers to farmers Why did the introduction of Bronze make significant changes? Understand how grave goods can give us</p>	<p>RELIGIOUS EDUCATION In RE we will be answering the question, 'What is important to me?'(Christianity and Judaism) We will also be looking at the celebration of Harvest.</p> <p>MUSIC We will be focussing on listening to, repeating and creating rhythms. Creating a sequence using body percussion.</p> <p>FRENCH Learning words to welcome each other and then family vocabulary.</p> <p>PHYSICAL EDUCATION Dance – The Stone Age Invasion games Fortnightly fitness challenge inspired by the Tour of Britain</p> <p>PSHE and SCHOOL VALUE Being responsible for ourselves and our world. Making good choices.</p> <p>PURPOSE FOR LEARNING/FANTASTIC FINALE A walk through History parent celebration.</p>

<p>MATHS In maths we will be focusing on Statistics, representing data in pictograms and bar charts and interpreting the data represented. Our main focus, however, will be Place Value, understanding the value of each digit in a number and using our understanding to solve problems. (Also see yearly overview for more detail)</p> <p>NO NONSENSE MATHS – This term our focus is using understanding of addition and subtraction Facts to add and subtract with two-digit numbers.</p>	<p>information about the past. Identifying materials used to make round houses. Discover what types of jobs people may have had in the Iron Age. To recall information about Celtic warriors.</p> <p>As GEOGRAPHERS we will...</p> <p>Creating maps of where hill forts have been found in the UK</p> <p>As ARTISTS we will.... Focussing on line drawings. Looking at the precision of animal drawings discovered in caves. In particular Lascaux , France Using a range of materials to recreate cave art paintings.</p> <p>As DIGITAL USERS we will...</p> <p>Learning how to copy and paste cave art pictures into word documents. Research and record information about the Stone Age, including tool use. Create and organised fact file about Skara Brae. Research information about Stonehenge</p>	
CURRICULUM DRIVERS – HOW WILL WE BUILD THIS CURRICULUM AROUND....?		
CURIOSITY	ENTERPRISE	CITIZENSHIP



ST MARY'S CE PRIMARY SCHOOL CURRICULUM DRIVERS 2018

Curiosity is a quality related to inquisitive thinking such as exploration, investigation, and learning, evident by observation in humans and other animals.

1. When you are **curious** about something, your mind expects and anticipates new ideas related to it. When the ideas come they will soon be recognized. Without curiosity, the ideas may pass right in front of you and yet you miss them because your mind is not prepared to recognize them. Just think, how many great ideas may have lost due to lack of curiosity?
2. **It opens up new worlds and possibilities**
By being **curious** you will be able to see new worlds and possibilities which are normally not visible. They are hidden behind the surface of normal life, and it takes a curious mind to look beneath the surface and discover these new worlds and possibilities.
3. **It brings excitement into your life**
The life of **curious** people is far from boring. It's neither dull nor routine. There are always new things that attract their attention, there are always new 'toys' to play with. Instead of being bored, curious people

Citizenship is being aware of and understanding the wider world - and their place in it. Good citizens take an active role in their community, they communicate with clarity, reason and respect, working with others to make our planet more equal, fair and sustainable.

An **enterprising** person is one who comes across a pile of scrap metal and sees the making of a wonderful sculpture. An **enterprising** person is one who drives through an old decrepit part of town and sees a new housing development. An **enterprising** person is one who sees opportunity in all areas of life.

To be **enterprising** is to keep your eyes open and your mind active. It's to be skilled enough, confident enough, creative enough and disciplined enough to seize opportunities that present themselves...regardless of the economy.

A person with an **enterprising** attitude says, "Find out what you can before action is taken." Do your homework. Do the research. Be prepared. Be resourceful. Do all you can in preparation of what's to come.

Enterprising people always see the future in the present. **Enterprising** people always find a way to take advantage of a situation, not be burdened by it. And **enterprising** people aren't lazy. They don't wait for opportunities to come to them, they go after the opportunities. **Enterprise** means always finding a way to keep yourself actively working towards your ambition.

Enterprise is two things. The first is **creativity**. You need creativity to see what's out there and to shape it to your advantage. You need creativity to look at the world a little differently. You need creativity to take a different approach, to be different.

What goes hand-in-hand with the creativity of **enterprise** is the second requirement: the **courage** to be creative. You need courage to see things differently, courage to go against the crowd, courage to take a different approach, courage to stand alone if you have to, courage to choose activity over inactivity.

And lastly, being **enterprising** doesn't just relate to the ability to make money. Being **enterprising** also means feeling good enough about yourself, having enough self-worth to want to seek advantages and opportunities that will make a difference in your future. And by doing so you will increase your confidence, your courage, your creativity and your self-worth—your **enterprising** nature.

Jim

ST MARY'S CE PRIMARY SCHOOL CURRICULUM BALANCE

COMMUNICATION	UNDERSTANDING AND CELEBRATING DIVERSITY	APPRECIATION AND ACCESS TO THE ARTS	HEALTH	ASPIRATION	MATHEMATICAL FLUENCY
ENGLISH	HISTORY	MUSIC	SCIENCE	LOCAL AREA – TIMSBURY, BATH AND BRISTOL	MATHS
Speaking			Observing hypothesising, investigating looking for evidence		Understanding, using and applying the number system
Listening					Calculating and reasoning Fluent recall of number facts
Writing – for an audience and a purpose					
Clear Transcription	GEOGRAPHY	ART	SPORT and EXERCISE	UK AND GLOBAL AWARENESS	
Accurate spelling, G&P					
Reading - for purpose and pleasure					
	CULTURAL VISITS/EXHIBITS	DANCE	PLAY and OUTDOOR LEARNING	TECHNOLOGY	COMPUTING
DRAMA	THRIVE/FOOD	LIVE PERFORMANCE	FOOD/THRIVE		
LANGUAGE AND CULTURE		RESIDENTIAL VISITS AND CURRICULUM TRIPS	EXTRA-CURRICULAR ACTIVITIES AND COMMUNITY EVENTS		FUTURES/CAREERS
PERSONAL, SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT LIVING CHRISTIAN VALUES			MAKING CHOICES SRE	RELIGIOUS EDUCATION	