

**Inspire awe and wonder**  
Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, outside learning, our locality etc.

**Problem solving and thinking skills**  
Creative thinkers; independent learners; real-life challenge; controlled risk taking; resourcefulness; enterprise; collaboration; thinking skills, Learning Pit

**Creative Arts**  
Dance, drama, music, art- developing the creative brain; inspiration, enjoyment and fulfilment; enhance and develop skills & talents; performance

**Nurturing Responsible Citizens**  
Collaborative learning; care for the environment; share talents; make decisions; links in and around Leyburn, other communities and the environment

**As readers, we will...**

- Read a variety of fiction and non-fiction about the Prehistoric period
- Select and use information from books about the Prehistoric period as evidence for our arguments
- Draw inferences and make predictions about life in the Prehistoric period based on what we have read and learnt

**As authors, we will...**

- Write instructions and/or an explanation text about how to live with a woolly mammoth
- Write an adventure story set during the Prehistoric period
- Write a diary from a different perspective
- Use a dictionary to check our spellings
- Focus on using different types of connectives and punctuation.

**As performers, we will...**

- Listen and respond appropriately
- Take part in discussions, role-play and debates about the prehistoric period

**Key texts:** How to wash a woolly mammoth, Ug, Cave baby, Stone Age Boy

**Class Reader:** Stig of the Dump by Clive KingWolf Brother by Michelle Paver

**As scientists, we will...**

- Compare and group different types of rock
- Understand how different rocks are made
- Describe fossilisation in simple terms
- Recognise what soil is made of
- Make systematic and careful observations

**Year 3 Topic Planner Autumn 1**

**Could you live with a woolly mammoth?**  
(7 weeks)

**Subject driver: History & Science**

**As artists and designers, we will...**

- Create our own cave paintings (mud paint)
- Use sketchbooks to collect, record and evaluate ideas
- Construct our own shelters/make stewed fruit
- Create a bead necklace

**KEY QUESTIONS:**

What would a prehistoric man have needed to do in order to stay alive?

Why don't we live with woolly mammoths today?

How did life change during the Stone Age period?

**KEY OUTCOMES:**

- 1) An adventure story set in the Stone Age
- 2) Cave art
- 3) A bead necklace

**As mathematicians, we will...**

**Number –place value**

- Identify, represent and estimate numbers using different representations
- Find 10 or 100 more or less than a given number; recognise the place value of each digit in a three digit number (hundreds, tens, ones)
- Compare and order numbers up to 1000
- Read and write numbers up to 1000 in numerals and in words
- Solve number problems and practical problems
- Count from 0 in multiples of 50 and 100

**Number –addition and subtraction**

- Add and subtract numbers mentally, including: a 3 digit number and ones, tens and hundreds
- Add and subtract numbers with up to three digits, using formal methods of columnar addition and subtraction
- Estimate the answer to a calculation and use inverse operations to check answers
- Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction
- Add/subtract money in practical contexts

**As historians, we will...**

- Place the Prehistoric period on a timeline
- Understand some of the key changes that took place in Britain from the Stone Age to the Iron Age
- Compare life in the Prehistoric period to life in the 21<sup>st</sup> century

**As linguists, we will...**

- Learn the language to greet one another and introduce ourselves
- Discover key places, landmarks and exciting and unusual traditions in France
- Create our own 'Guess Who?'

**As Rights Respecting citizens, we will...**

Learn that every child has rights; recognise why our rights are so important (Articles 1 & 2)

**As geographers, we will...**

- Study the physical features, land use and changes over time in the UK
- Understand key aspects of physical and human geography

**As athletes, we will...**

- Develop our gymnastic skills

**As Outdoor learners we will...**

- Problem solve and work as a member of a team in order to complete various tasks
- Use a fire to imagine life in the Stone Age
- Forge and cook the fruit we have collected on a fire

**As computer technicians, we will...**

- Use the internet safely to conduct research

**As theologians, we will...**

- Understand why Christians think Jesus is inspirational
- Identify links between events and key Christian festivals
- Know some examples of the life and teaching of Jesus

**As musicians we will...**

- Develop our understanding of prehistoric instruments and sounds
- Learn and accompany songs
- Improvise using instruments and voices