

History: 'How did the lives of ancient Britons change during the Stone Age?'

In this unit, pupils explore how people lived in Stone Age Britain through key enquiry questions. They begin by examining common ideas about the Stone Age and comparing these with archaeological evidence, such as the Happisburgh footprints, to see how we learn about the past. Pupils investigate clues like tools, shelters, and art to understand daily life and why people lived in camps rather than caves. They study the significance of the Red Lady of Paviland and what this discovery reveals about belief and community. Finally, pupils compare life at the beginning and end of the Stone Age, noting changes in tools, farming, and settlement. By the end, they understand how evidence helps reconstruct the past and how human life evolved over time.

Reading

How To Train a Dragon by Cressida Cowell

Writing

Non-fiction Skara Brae – a persuasive holiday brochure

Poetry - The River – descriptive poem

Hawthorn Class
– Y3/4
Autumn Term 2
2025

PE – Spot on Coaching - Gymnastics

- Move fluently in and out of contrasting shapes, rolls, and powerful jumps from apparatus.
- Work with others to perform sequences in unison, creating group routines with contrasting actions.

Teacher Led: Dance – Matilda

- Represent characters and actions from *Matilda*, including magical powers and punishments, in individual and duet movements.
- Collaborate to create and perform a full class dance.

Maths:

- X8 times table
- Recap of x3,4,8 time table
- Fluency on the four operations (+-X÷)
- Addition and Subtraction
- Multiplication and Division
- Measurement – (Area)

DT: Shell Structures - In DT we will be understanding shell structures, investigate igloos, and plan and construct a small-scale model to test its strength. Work collaboratively to build a large-scale igloo and evaluate.

RE: Christianity - The children will be exploring and discussing the question - 'Has the true meaning of Christmas been lost?'

Science: Light

In this unit, children will explore the fascinating topic of light and develop an understanding of how it helps us see the world around us. They will identify different light sources, including the Sun, and learn that some objects, like the Moon, reflect light rather than produce it. Pupils will investigate how we see objects when light reflects off surfaces and travels into our eyes. Through hands-on experiments, they will explore how shadows are formed when light is blocked, and how their size and shape can change depending on the light source's position. Children will also test and classify materials as opaque, translucent, or transparent, using both practical investigations and digital tools such as a micro:bit to measure light levels. By the end of the unit, pupils will have developed key enquiry skills and a solid understanding of how light behaves in everyday life.

PSHE: 'Celebrating Difference' - In the *Celebrating Difference* unit, Year 3 pupils will learn to understand and respect diversity, recognising what makes themselves and others unique. They will explore empathy, anti-bullying strategies, and ways to build positive relationships.

Computing: Programming A: repetition in shapes

In this unit, pupils will use Scratch to create and program music. They will learn sequencing by ordering commands to produce sounds and rhythms, design sprites and backgrounds, and use timing to control playback. Through testing and debugging, they will refine their digital instruments and understand that coding combines creativity with logical, step-by-step thinking.

MFL: French – En Class - In *En Classe*, children will learn vocabulary and phrases related to the classroom, including naming objects, giving instructions, and describing activities. They will practice listening, speaking,

Music: - Ukulele lessons

The children are still continuing their Ukulele lessons and are learning new chords, changing between chords, reading notes and playing simple songs.