

## **English**

Study Heart in the Bottle, The Stone Age Boy and Stig of the Dump.

### Discussion Text

To explore how different views might be expressed/explained/justified.

To explore how different views might be expressed/explained/justified through role play and drama.

### Explanation Text

To read and analyse explanatory texts to identify key features.

To create diagrams such as flow charts to summarise or make notes of stages in a process, ensuring items are clearly sequenced.

### Instructional Text

To read and follow instructions.

To give clear oral instructions to members of a group.

To read and compare examples of instructional text, evaluating their effectiveness.

### Narrative

To consolidate understanding of sequential story structure.

To look at examples of scene changes that move the plot on, relieve or build up the tension.

To tell stories based on own experience and oral versions of familiar stories.

### Non-Chronological Report

To read and discuss features of report texts and note their function, form and features.

To write a report with support based on notes from sources shared in the classroom.

### Persuasion

To read a range of simple persuasive texts, explaining and evaluating responses orally.

To begin to use words, pictures, and other communication modes to persuade others when appropriate to particular writing purpose.

To explore particular persuasive scenarios through role play and drama.

### Poetry

To describe the effect a poem has and suggest possible interpretations.

To perform individually or chorally.

To invent new similes and experiment with word play.

### Recount

To watch or listen to third person recounts such as news or sports reports on television, radio or podcast.

To identify the sequence of main events.

To read examples of third person recounts.

To use the correct features to create a recount

## **Mathematics**

### Place Value

To identify, represent and estimate numbers using different representations.

To find 10 or 100 more or less than a given number.

To recognise the place value of each digit in a three-digit number.

To compare and order number up to 1000.

To read and write numbers up to 1000 in numerals and words.

To solve problems and practical problems.

### Addition and Subtraction

To add and subtract numbers mentally, including a three-digit and ones; a three-digit and tens; three digit and hundreds.

To add and subtract numbers with up to three digits, using a formal written method.

To estimate the answer to a calculation and use the inverse operation to check the answer.

To solve problems, including missing number problems, place value, and more complex addition and subtraction.

### Multiplication and Division

To count from 0 in multiples of 4, 8, 50 and 100.

To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

To write and calculate mathematical statements for multiplication and division using multiplication tables that are already known.

To solve problems, including missing number problems, positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects.

## **Geography**

### The Stone Age to the Iron Age

To identify what a natural material is, and which were present in Britain at this time

To explore how these were found and used for things like house building and making tools

To locate and describe significant areas such as Skara Brae

To explore how and why people in this period moved frequently

To understand that the development of the agriculture meant that they could build settled communities

## **Music**

### Let your spirit fly

To sing a tune with expression.

To play clear notes on instruments.

To compose melodies and songs.

To create accompaniments for tunes.

To use musical words to describe what I like and do not like about a piece of music.

### Christmas performance

To sing in unison, becoming aware of pitch.

To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.

To think about others while performing.

# Autumn Term Year 3 Stone Age to Iron

## Age!



## **PE**

### Invasion Games

To move with a ball towards the goal.

To understand their role as an attacker and as a defender.

To move into space to help support a team.

### Gymnastics

To choose and plan sequences of contrasting actions.

To complete actions with increasing balance and control.

To move in unison with a partner.

To choose actions that flow well into one another.

To adapt sequences to suit different types of apparatus.

To recognise how performances could be improved.

### Dance

To create dance phases that communicate ideas independently, with a partner and a group.

To repeat, remember and perform these phases in a dance.

To use dynamic and expressive qualities in relation to an idea.

To use counts to keep in time with a group and the music.

To recognise and talk about the movements used and the expressive qualities of dance.

## **RE**

### Hinduism

To understand worship in the mandir (e.g. puja, arti, murtis, imagery and symbolism).

To understand the importance of community worship (in the mandir).

To understand the importance of the sacred scriptures and how they are used.

To understand the story of Diwali.

To know how and why Diwali is celebrated.

### Advent

To understand what Advent is.

To understand why Isaiah is read during Advent.

To know what would be in a Christian Advent calendar.

## **Science**

### Rocks, soils and fossils

To compare and group together different kinds of rocks based on their appearance and simple physical properties.

To describe in simple terms how fossils are formed when things that have lived are trapped within rock.

To recognise that soils are made from rocks and organic matter.

### Light and shadow

To recognise that we need light to see things and that dark is the absence of light.

To notice that light is reflected from surfaces.

To recognise that light from the Sun can be dangerous and that there are ways to protect the eyes.

To recognise that shadows are formed when the light from a light source is blocked by a solid object.

To find patterns in the way that the sizes of shadows change.

### Seasonal change

To measure shadows throughout the year.

To monitor rainfall throughout the year.

## **French**

### Bonjour! Ça va? Hello! How are you?

To say how I am feeling and ask others how they are.

To explain France's geographical position in relation to England.

To explain how to get to France from England.

To explain the similarities and differences between France and England.

To understand and use the numbers 0 to 12.

To understand and use classroom object vocabulary.

## **History**

### The Stone Age to the Iron Age

To describe events from the past using dates when things happened.

To use a timeline within a specific period of history to set out the order that things may have happened.

To use my mathematical knowledge to work out how long-ago events happened.

To research to find similarities and differences between two or more periods of history.

## **PSHE**

### Mental Health and Emotional Wellbeing

To celebrate achievements and set personal goals

To learn about dealing with put-downs

To identify positive ways to deal with setbacks

### Keeping safe and managing risks

To recognise bullying and how it can make a person feel

To identify different types of bullying and how to respond to bullying incidents

To learn what to do if bullying is witnessed

## **Art**

### Formal Elements of Art

To recognise and draw simple geometric shapes found in everyday objects.

To recognise and apply geometry when drawing.

To create and form shapes using soft modelling wire.

To apply even layers of pencil tone when shading.

To show tone by shading.

### Prehistoric Art

To reflect upon the purpose of prehistoric drawings before working on developing a sense of proportion in drawing.

To scale up drawings and use a different medium e.g. charcoal.

To experiment with the colours and effects that can be created using natural materials and make paints using spices and objects found on a nature walk.

To paint a prehistoric animal picture.

To work on a collaborative class piece of prehistoric inspired art, creating handprints onto a textured background.

## **DT**

### Pneumatic toys

To investigate and explore different pneumatic systems.

To design pneumatics toys through thumbnail sketches and exploded diagrams.

To create a working pneumatic system and casing for a toy.

To add decorations and assemble the final components to complete pneumatic toys.

Static Electricity.

To learn about how static electricity can cause objects to move.

To design a game which uses static electricity.

To build an electrostatic game using a range of materials.

To test the effectiveness and evaluate games against a success criteria.

## **Computing**

### Emailing

To understand what email is used for and to send an email.

To edit email content and add an attachment.

To understand the importance of being kind online and what this looks like.

To understand that cyberbullying involves being unkind online.

To understand that not all emails are genuine.

### Programming

To explore a programming application.

To use repetition (a loop) in a program.

To program an animation.

To program a story.

To program a game.