

Science

Rocks and Light

Autumn 1: Light

Can I recognise that they need light in order to see things and that dark is the absence of light?

Can I identify that light is reflected from surfaces?

Do I recognise that light from the sun can be dangerous and that there are ways to protect their eyes?

Do I recognise that shadows are formed when the light from a light source is blocked by an opaque object?

Can I find patterns in the way that the size of shadows change?

Autumn 2: ROCKS-

Lesson 1:

Rock descriptions.

Can I describe different types of rocks?

Lesson 2:

Discovering rocks changing over time. LINK with stone age

Can I explore why rocks change over time?

Lesson 3:

Investigation

Discuss whether rocks are permeable or not. Can I investigate whether rocks are permeable?

Lesson 4:

Do I understand what a fossil is and how they are formed?

Lesson 5:

INVESTIGATION

Do I understand that soils are made of rocks?

Soil investigation

RE

Year 3

Hinduism – Does celebrating Diwali at home and in the community bring a sense of belonging to a Hindu child?

Christianity – Has Christmas lost its meaning?

Music

Y3 – Singing/Composition

Music:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Year 3:

Could you survive as a prehistoric person?

Geography

LKS2 skills

Stone Age settlements

Can I use a globe, maps and some OS symbols on maps to name geographical regions and identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features, land-use patterns?-

Can I describe and understand key aspects of physical geography including rivers and mountains?

Can I name and locate geographical regions in the UK and their physical and human characteristics including some cities and some topographical features including hills, mountains, coasts and rivers?

Art

Prehistoric landscapes – Drawing, water colours, sketching, paint brush techniques (PAINTING AND DRAWING)

History

LKS2 skills

Could you survive as a prehistoric person? - Stone Age to the Iron Age

Do I understand that the past is divided into differently named periods of time and use some dates to explain British, local, world history?

Can I place events, people and changes of British local and world history on a timeline using appropriate dates/chronological conventions?

Can I place artefacts or information in chronological order?

Can I give a few reasons for and the results of the main events and changes of a time studied?

Can I make a few connections and contrasts?

Can I tell you a range of similarities/ differences between different times in the past or periods covered so far?

Can I develop a personal perspective and judgment?

Can I describe how the past can be represented or interpreted in a few different ways?

Can I answer and sometimes devise my own historically valid questions? - English link

Can I use more than one source of information to help me answer questions about the past in sentences? - Through English

Can I present recalled or selected information in a variety of ways using specialist terms?

Can I write sentences or a paragraph to describe some of the main events, people and changes in history of Britain and the wider world?

Am I beginning to use place value in the context of timelines?

D&T

Y3 Skills:

Materials-

Making prehistoric musical instruments

Plan, design and make models from observation or imagination

Philosophy

Philosophy:

Would you help a bully or a person you do not like?

What advice would you give young people to keep them safe online?

What makes you, YOU?

If we all have the same rights, why do some people suffer?

Am I responsible for my own actions?

Class assemblies

Golden rule: Helping Others

E-Safety Week

It's good to be me!- SEE SEAL

Red Nose Day

Dealing with anger

Ramadan- Islam

Getting on and falling out - SEE SEAL

Team Work

Helping and Encouraging Others- Sports day

link

Problem Solving- Growth mindset

Moving on...next steps

Computing

Programming/E-Safety/multimedia.

e-Safety

- I can talk about what makes a secure password and why they are important.
- I can protect my personal information when I do different things online.
- I can use the safety features of websites as well as reporting concerns to an adult.
- I can recognise websites and games appropriate for my age.
- I can make good choices about how long I spend online.
- I ask an adult before downloading files and games from the Internet.
- I can post positive comments online.

Programming

- I can break an open-ended problem up into smaller parts.
- I can put programming commands into a sequence to achieve a specific outcome.
- I keep testing my program and can recognise when I need to debug it.
- I can use repeat commands.
- I can describe the algorithm I will need for a simple task.
- I can detect a problem in an algorithm which could result in unsuccessful programming.

English:

Our book this term is:
The Stone Age boy

Narrative
Non-fiction- instructional writing

Spelling

- Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.
- Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-.
- Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion.
- Write words spelt ei, eigh or ey e.g. vein, weight, obey.
- Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear; grown, groan.
- Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats.
- Spell some words from the YR 3-4 statutory word list.

Handwriting

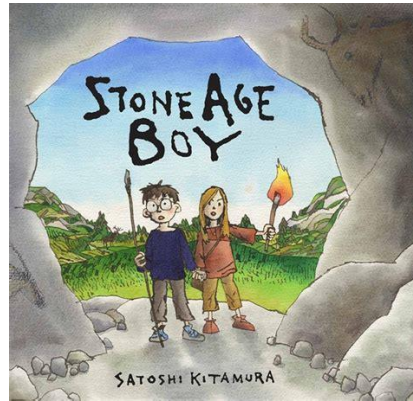
- Writing is legible.
- Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case.

Composition: structure and purpose

- Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.
- Write to suit purpose, and show some features of the genre being taught.
- Create chronological narratives; write in sequence. Write simple beginning, middle, ending.
- With scaffold, organise sections broadly, within a theme.
- Use headings and subheadings to aid presentation.
- Describe characters, settings and /or plot in a simple way, with some interesting details.
- Evaluate own and others' writing, with direction; re-read and check own writing; make changes.

Vocabulary, grammar and punctuation

- Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.
- Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses.
- Identify and use a range of prepositions.

Number and place value

- count from 0 in multiples of 4, 8, 50 and 100; 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
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- Solve number problems and practical problems involving these ideas.

Addition and subtraction

- add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written 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.

Multiplication and division:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Fractions:

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole
- compare and order unit fractions, and fractions with the same denominators
- Solve problems that involve all of the above.

Measure:

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

Statistics:

- Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
- Identify direct speech. Begin to use inverted commas for direct speech.

- Consolidate knowledge of word classes: noun, adjective, verb, adverb.
- Use 'a' or 'an' according to whether the next word begins with a consonant or vowel.

- Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.

Ongoing skills throughout term dependent on text type.

- interpret and present data using bar charts, pictograms and tables
- Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Covering in the spring term