

**Year 3****Stupendous Stone Age/Beyond the Magic Kingdom**

English	Maths	Science	Computing	RE
<p><u>Diaries, Persuasive writing, Tinga tales (stories with a moral/ from another culture,) Poetry</u></p> <ul style="list-style-type: none"> -Write for a wide range of purposes using the main features identified in reading. -Use techniques used in model texts by authors to create characters and settings. -Compose and rehearse sentences orally. -Plan, write, edit and improve. -Create characters, settings and plots. -Use a range of descriptive phrases -Organise paragraphs around a theme. -Sequence paragraphs. -Use conjunctions, adverbs and prepositions to express time and cause -Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -Use inverted commas in an increasingly accurate manner -Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Develop positive attitudes to reading and understanding of what they read by - Beginning to recognise some different forms of poetry [for example, free verse, narrative poetry]. 	<p><u>Multiplication and Division, Length and Perimeter, Fractions, Mass and Capacity</u></p> <ul style="list-style-type: none"> -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. -Measure, compare, add and subtract: lengths (m,cm,mm); mass (kg,g); volume, capacity (l,ml). -Measure the perimeter of simple 2-D shapes. -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. 	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> -Begin to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. -Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. -Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p><u>Programming – Sequencing</u></p> <ul style="list-style-type: none"> -Explore a new programming environment. -Identify that commands have an outcome. -Explain that a program has a start. - Recognise that a sequence of commands can have an order - Change the appearance of their project - Create a project from a task description <p><u>Desktop publishing</u></p> <ul style="list-style-type: none"> -Recognise how text and images convey information -Recognise that text and layout can be edited. -Choose appropriate page settings. - Add content to desktop publishing publication. - Consider how different layouts can suit different purposes. - Consider the benefits of desktop publishing. 	<p><u>Hinduism</u></p> <ul style="list-style-type: none"> - Understand that sharing the same values and traditions as a group can bring a sense of belonging - To listen to and understand the key themes from the story of Rama and Sita - Learn about Diwali and its practises -Understand the feelings associated with belonging <p><u>Salvation</u></p> <ul style="list-style-type: none"> -Make simple links between the Gospel texts and how Christians mark the Easter events in their Church communities. -Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. -Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.

History/Geography	Art	Design Technology	Music	PE	PSHE
<p><u>The Stone Age</u></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest causes and consequences of some of the main events and changes in history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 	<p><u>Stone Age Art</u></p> <ul style="list-style-type: none"> -Understand that artists use sketchbooks to respond to other creative artforms. -Explore the work of artists who use print and paint and to respond to their work in my sketchbook. -Develop my own mark making vocabulary by looking at how artists use a variety of marks. -Demonstrate the use of paint and clay in a creative way. -Display the work made through the term and reflect on the outcomes. 	<p><u>Textiles: Make a Tunic for a stone age person</u></p> <ul style="list-style-type: none"> •Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. • Choose suitable techniques to construct products or to repair items. • Improve upon existing designs, giving reasons for choices. • Understand the need for a seam allowance • Join textiles with appropriate stitching. 	<p><u>Composing using your imagination/Sharing musical experiences</u></p> <ul style="list-style-type: none"> - Consider how music makes the world a better place and helps us in our community. - To listen and respond to a range of songs, focusing on developing understanding of key musical dimensions (appraising) - Compose within a theme to create a graphic score - Recognise and use the notes D, C and E (G and A for deeper learning) using tuned instruments to play parts of a melody. - Recognise the notes for a minim, quaver and crotchet and say how many beats they represent. - Improvise music for a range of purposes using the inter-related dimensions of music. - Learn to sing, play and perform as part of an ensemble. 	<p><u>Netball</u></p> <ul style="list-style-type: none"> -Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. -Develop flexibility, strength, technique, control and balance. -Use running, jumping, throwing and catching in isolation and in combination. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> -Develop flexibility, strength, technique, control and balance. -Compare performances with previous ones and demonstrate improvement to achieve their best. <p><u>Dance</u></p> <ul style="list-style-type: none"> -Use a variety of movements in isolation and combination. -Develop flexibility, strength, technique, control and balance. - Perform dances using a range of movement patterns. -Compare and evaluate performances against previous ones. 	<p><u>Whole school values</u></p> <ul style="list-style-type: none"> -To continue to look at using our school values in everyday school life. <p><u>Scarf Units:</u></p> <p>Keeping Safe</p> <ul style="list-style-type: none"> -Understand and identify what safe and unsafe mean. -Discuss how to manage risk and explain why others chose to avoid risky situations. -Explain why things other than drugs can be helpful and harmful to a person's health and what can influence a person to take risks. -Identify how some people find out information through online communication and the problems this can cause. <p>Rights and Respect</p> <ul style="list-style-type: none"> -Discover how some people might present 'false facts' online and explain how to stop this. - Recognise ways to help other people and how can help you.

<p>Geography <u>Beyond the Magic Kingdom</u></p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Locate the world’s countries, using maps, atlases, globes and digital mapping to describe the states and features of North America, (with a focus on Florida.) • Describe and understand key aspects of physical geography; including climate zones and human geography; including types of settlement and land use, and economic activity. • Identify time zones in each of the states of North America 					<p>French</p> <ul style="list-style-type: none"> -Listen attentively to spoken language and show understanding by joining in and responding. -Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. -Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
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