

Science

Working scientifically through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Rocks

Pupils should be taught to:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter.

Computing

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

English

- Writing to entertain: a narrative based on the book Stone Age Boy.
- In narratives, creating settings, characters and plot
- In non-narrative material, using simple organisational devices.
- Diary writing from the perspective as a caveman.

History

- To understand the chronological changes in Britain from the Stone Age to the Iron Age.
- A look at late Neolithic hunter-gatherers and early farmers and how people changed throughout the era.
- A look at the changes in houses to Iron Age hill forts and farming.

Art and Design

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- To create cave paintings and drawings.
- To create models for Iron Age roundhouses.
- To create Stonehenge artwork.
- Pre-historic shelter building.

Music

Sounds: Children will focus on exploring sounds with a subject link to Geography.

- They will explore timbre and structure.

Poetry: Children will focus on performance with a subject link to English.

- They will use their voices, body, percussion, instruments and movements in expressive performances.

Physical Education

- Football – Dribbling
- Hockey - Dribbling

French

Children will:

- Learn the colours in French
- Learn about games played in France. e.g. la pétanque

Maths

Number:

- Doubling and halving numbers up to 100 using partitioning.
- Understanding fractions and fractions of numbers.
- add and subtract 2-digit numbers using partitioning
- add three 2-digit numbers by partitioning and recombining
- Place 2- and 3-digit numbers on a number line; round 3-digit numbers to nearest 100; use counting up to do mental subtractions with answers between 10 and 20, 10 and 30, and either side of 100

Measurement:

- Use money to add and subtract and record using the correct notation and place value
- Choose an appropriate instrument to measure a length and use a ruler to estimate, measure and draw to the nearest centimetre
- Know 1 litre = 1000 ml
- Estimate and measure capacity in millilitres

Religious Education

- Why are festivals so important to Religious communities?

From Stone to Steel

Year 3

Autumn 2

