

<p style="text-align: center;"><b>SCIENCE</b> <u>Rocks</u></p> <p style="text-align: center;"><b>Rocks, Fossils and Soils</b></p> <p><u>Science Objectives</u></p> <ul style="list-style-type: none"> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>using straightforward scientific evidence to answer questions or to support their findings</li> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ul>	<p><b>P.E</b> <b>GAMES UNIT 1: Ball skills – passing and receiving</b> Children should learn:</p> <ul style="list-style-type: none"> <li>To consolidate and improve the quality of their skills</li> <li>To improve their ability to select and apply simple tactics</li> <li>To work co-operatively in small groups</li> <li>To recognise how a small game activity can be improved</li> </ul> <p><b>DANCE UNIT 1 - Who am I?</b> <b>The Language of Dance</b></p> <ul style="list-style-type: none"> <li>Improvise freely</li> <li>Develop different ways of travelling, jumping and turning and create dance phrases</li> <li>Perform the basic actions and dances clearly and fluently</li> <li>Work with a partner</li> <li>Observe themselves and others dancing</li> </ul> <p><b>GYMNASTICS UNIT 4 - Mechanical Progress</b> <b>The Human Engine</b></p> <ul style="list-style-type: none"> <li>Perform dance actions with greater control, fluency and co-ordination</li> <li>Improvise freely, translating ideas from a stimulus into movement</li> <li>Create and link dance phrases using a simple dance structure</li> <li>Perform dances with an awareness of rhythmic, dynamic and expressive qualities</li> <li>Describe and evaluate how they might improve their dances</li> <li>Shape movement into a whole dance with a simple structure</li> </ul>	<p style="text-align: center;"><b>R.E</b></p> <p><b>How do Hindus worship at home and in the mandir?</b></p>	<p style="text-align: center;"><b>ART AND DESIGN:</b></p> <p style="text-align: center;"><b>Drawing</b></p> <ul style="list-style-type: none"> <li>*Exploring mark making.</li> <li>*Making tools for mark making.</li> <li>*Making a surface to mark make on.</li> </ul> <p style="text-align: center;"><b>Painting</b></p> <ul style="list-style-type: none"> <li>*Exploring thick and thin paint.</li> <li>*Developing painting techniques using different brush strokes.</li> </ul>	<p style="text-align: center;"><b>HISTORY/GEOGRAPHY</b></p> <p><b>Changes in Britain from the Stone Age to the Iron Age up to AD 43 (Roman invasion)</b> How did Britain change from Stone Age, Bronze Age and Iron Age? How do we know about people who lived this long ago? How did settlements develop during this time? <i>Including houses, tools, food</i> Why were monuments significant? <i>'henges'</i></p>	
<p style="text-align: center;"><b>ENGLISH</b> <b>Unit 1:</b></p> <p><b>Stories with familiar settings</b> <b>Key Fiction text:</b> Sand Wizards by Jon Blake <b>Writing outcome:</b> To write two descriptions of a beach setting which show contrasting moods and feelings. * Write a poem about the Seaside. * Write a conversation between 2 characters in the story.</p> <p><b>Information texts</b> <b>Key Non-fiction text:</b> 'Your A to Z Holiday Guide', 'Which Holiday?' <b>Writing outcome:</b> To write an entry for an A to Z travel guide that gives the reader clear, useful, interesting information. * Write diary entry about your visit to Seaside.</p> <p><b>Grammar focus:</b> Adverbs and adverbials Inverted commas Headings and subheadings</p>		<p style="text-align: center;"><b>YEAR 3</b> <b>Autumn 1<sup>st</sup> Half</b></p> <p style="text-align: center;"><b>The Stone Age</b></p>	<p style="text-align: center;"><b>MATHEMATICS:</b></p> <p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>Compare and order numbers up to 1000</li> <li>Identify, represent and estimate numbers using different representations</li> <li>Read and write numbers up to 1000 in numerals and in words</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>add and subtract numbers mentally, including:</li> <li>a three-digit number and ones</li> <li>a three-digit number and tens</li> <li>a three-digit number and hundreds</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 3, 4</li> <li>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know</li> </ul> <p><b>Fractions</b></p>		
<p style="text-align: center;"><b>COMPUTING</b> <u>E-Safety</u></p> <ul style="list-style-type: none"> <li>How do you know if somebody is lying to you online?</li> <li>Who do you speak to online? How do you know whether they are telling you the truth?</li> <li>Who should you trust online?</li> <li>How can you protect yourself when you are online?</li> </ul> <p style="text-align: center;"><u>Explore</u></p> <ul style="list-style-type: none"> <li>I can write my own programs to achieve a goal.</li> <li>I can run, check and change programs.</li> <li>I can identify a range of inputs and outputs.</li> <li>I can record an algorithm using symbols.</li> </ul>	<p style="text-align: center;"><b>DESIGN AND TECHNOLOGY:</b></p> <p><b>SANDWICH SNACKS</b></p> <p><b>DESIGN</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>MAKE</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>EVALUATE</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand and apply the principles of a healthy and varied diet</li> </ul> <p><b>COOKING AND NUTRITION</b></p> <ul style="list-style-type: none"> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>		<p style="text-align: center;"><b>FRENCH:</b></p> <p style="text-align: center;"><b>Numbers 0-30</b> <b>My family</b></p> <p>Children will briefly learn numbers 0 – 30, concentrating on 21- 30. The main focus of the unit is learning about family: names, description of family members, how many sisters etc. children have and reading and writing brief descriptions of families in letter format (based on structures learned through role play and songs studied.)</p>	<p style="text-align: center;"><b>MUSIC</b> <b>Animal Magic</b> <b>(Exploring descriptive sounds)</b></p> <p>This unit develops children's ability to create, perform and analyse short descriptive compositions that combine sounds, movements and words.</p> <p style="text-align: center;"><b>Play it Again</b> <b>(Exploring rhythmic patterns)</b></p> <p>This unit develops children's ability to create simple rhythmic patterns and performs them rhythmically using notation as a support.</p>	