

<p align="center">SCIENCE</p> <p>Animals, including humans</p> <p align="center">Health and Movement</p> <p>Science Objectives</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them 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 identifying differences, similarities or changes related to simple scientific ideas and processes 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>P.E</p> <p>UNIT 2 – Creative Games Making</p> <p>Children should learn:</p> <ul style="list-style-type: none"> To make up and play small sided games To select and use appropriate skill To describe and evaluate the effectiveness of the performance To work co-operatively with others <p>UNIT 1 - Stretching, Curling and Arching</p> <ul style="list-style-type: none"> To travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes To receive and transfer body weight safely in different situations and create a sequence with a partner To identify how the overall performance of a sequence can be improved To adapt and transfer skills safely onto more complex apparatus at every stage of learning 	<p align="center">R.E</p> <p>How and why is Advent important to Christians?</p>	<p align="center">ART AND DESIGN:</p> <p align="center">Painting</p> <ul style="list-style-type: none"> *Mixing colours using primary and secondary colours. *Making tints and tones. *Experimenting with the techniques of 'Tonking' Sgraffito. 	<p align="center">HISTORY/GEOGRAPHY</p> <p>Changes in Britain from the Stone Age to the Iron Age up to AD 43 (Roman invasion)</p> <p>How did Britain change from Stone Age, Bronze Age and Iron Age?</p> <p>How do we know about people who lived this long ago? How did settlements develop during this time? <i>Including houses, tools, food</i></p> <p>Why were monuments significant? 'henges'</p>
<p align="center">ENGLISH</p> <p>Our Literacy and Language Focus</p> <p>Playscripts</p> <p>Key Fiction text: A Tune of Lies by Lou Kuenzler</p> <p>Writing outcome: To write a new ending to the play, including some new ideas for action, stage directions and dialogue.</p> <p>* Choose a character and write a character description about them.</p> <p>Instruction texts</p> <p>Key Non-fiction text: 'How to make a One-String Guitar.</p> <p>Writing outcome: To write clear instructions about how to make a bottle band.</p> <p>* Create an advert to sell one of the instruments.</p> <p>Grammar focus:</p> <p>Adverbs of time</p> <p>Spelling focus:</p> <p>RWI Spelling Units 4-6</p> <p>Handwriting:</p> <p>Penpals Year 3 Objective 6 - 10</p> <p>Class book linked to unit: Matilda by Roald Dahl</p>		<p align="center">YEAR 3</p> <p align="center">Autumn 1st Half</p> <p align="center">The Stone Age</p>	<p align="center">MATHEMATICS:</p> <p>Number and Place Value</p> <ul style="list-style-type: none"> 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 <p>Addition and Subtraction</p> <ul style="list-style-type: none"> add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds <p>Multiplication and Division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know <p>Fractions</p>	
<p align="center">COMPUTING</p> <p>E-Safety - Messaging</p> <ul style="list-style-type: none"> I know that messages need to be polite. I know what to do if they receive an abusive or bullying message. I know about netiquette and texting/email conventions and abbreviations. I know what respectful means. I know what responsible means. I can understand why people need to be safe online. I know how to report unacceptable use of technology. <p>Control</p> <ul style="list-style-type: none"> I know what a program is. I know what computer control means. I know what simulation, sequence and selection is. I know what an algorithm is. I can explain how a computer follows an algorithm. I can write an algorithm on paper. I can write a simple program. I can explain why debugging is useful. I can use a debugger to step through a program. I can find and fix a bug in a program. 	<p align="center">DESIGN AND TECHNOLOGY:</p> <p>SANDWICH SNACKS</p> <p>DESIGN</p> <ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>MAKE</p> <ul style="list-style-type: none"> 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 <p>EVALUATE</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand and apply the principles of a healthy and varied diet <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 		<p align="center">FRENCH:</p> <p align="center">Colours, opinions and 'Sleeping Beauty'</p> <p>Children will learn French vocabulary for colours and how to express preferences within sentences. They should also develop the ability to ask and answer questions and share and experience the story of 'Sleeping Beauty'.</p>	<p align="center">MUSIC</p> <p align="center">Play it Again</p> <p align="center">(Exploring rhythmic patterns)</p> <p>This unit develops children's ability to create simple rhythmic patterns and performs them rhythmically using notation as a support.</p>