



YEAR 3 Autumn Term overview

Subject	
TRIPS	Stone Age Trip to Celtic Harmony.
Maths	<p>Children will learn place value and re grouping, counting on and back in ones, tens and hundreds, estimation, magnitude and rounding. Measures- comparison, estimation and magnitude, mental fluency- addition, mental fluency – subtraction, fact families and applying the inverse. Written addition, written subtraction. Problem solving- worded problems. Statistics- interpreting bar charts and tables. Angles, right angles and estimation, perpendicular and parallel lines, vertical and horizontal lines. 2D shapes- properties and drawing. Perimeter including problem solving using written and mental methods.</p>
English	<p>Poetry - <i>free verse</i> based on 'I'm Walking With My Iguana'. Stories with a moral - writing fables. Recounts in the form of a newspaper. Character description based on 'Charlie and the Chocolate Factory' and narrative based on 'Charlie and the Chocolate Factory'. Instruction texts</p> <p>SPaG: (Spelling, grammar and punctuation):</p> <p>Recapping capital letters and full stops. Using coordinating conjunctions to join two single clauses. Expanded noun phrases to describe and specify. Past tense and present perfect tense. Inverted commas for direct speech. Adverbs, similes and imperative verbs.</p>
History	<p>Stone Age</p> <p>Children will learn about the changes in Britain from the Stone Age to the Iron Age. This includes the late Neolithic hunter-gatherers and early farmers e.g. Skara Brae, the Bronze Age religion, technology and travel e.g. Stonehenge and the Iron Age hill forts: tribal kingdoms, farming, art and culture. Place the time studied on a timeline and sequence events or artefacts. Use dates related to the passing of time. Look at representations of the period. Communicate knowledge through discussion, making models, writing.</p> <p>Key Vocabulary</p> <p>Stone Age, hunter gatherer, early civilisation, BC, architect, shelter, Skara Brae, Cave painting, artefact, Early Britons, research, Orkney Isles, investigate, enquire, source.</p>
Computing	<p>E- Safety</p> <p>Children will learn the importance of passwords and keeping passwords safe. They will discuss how communities connect together using the</p>



YEAR 3 Autumn Term overview

internet and look at blogging as a way of connecting and communicating. They will start to understand not everything on the internet is true and they will look at and create a spoof webpage.

Key Vocabulary

Password, blog, website, webpage, spoof website, internet, concept map, username, PEGI rating.

Coding

Children will design algorithms using flow charts, representing a physical system and code this representation. They will use selection and coding with the 'if' command. They will understand and use variables in 2code and deepen their understanding of the difference between timers and repeat commands.

Key Vocabulary

Event, object, computer simulation, if, properties, selection, input, repeat, output, timer, variable.

Spreadsheets

Children will learn to use the symbols more than, less than and equal to, to compare values. They will use 2calculate to collect data and produce a variety of graphs. They will use the advanced mode of 2calculate to learn about cell references.

Key Vocabulary

Symbols, columns, cells, rows, advance mode, copy and paste, equals tool, delete key, spreadsheet, spin tool, move cell tool.

Science

Forces and Magnets

Children will learn magnetism is an invisible force. A magnet has an invisible magnetic field around it. A compass points north towards the North Pole because it is attracted by the Earth's magnetic field. A magnet always has north and south poles. Cutting a magnet in half makes two magnets, each with two poles. Opposite ends of a magnet attract (pull together) and the same ends repel (push away). Magnets only *attract certain types of metals; other materials such as glass, plastic and wood aren't attracted.* Objects move differently on different surfaces due to friction. If there is more friction, it will be harder for an object to move across a surface. It will subsequently move slower. Gravity pulls objects down towards the earth. The force of gravity keeps all of the planets in orbit around the sun. Air resistance and water resistance are both types of friction.

Key Vocabulary



YEAR 3 Autumn Term overview

	<p>Question, magnets, force, push, pull, repel, attract, predict, record, magnetic, non-magnetic, friction, resistance, investigate, gravity</p> <p>Animals including Humans</p> <p>Children will learn humans cannot make their own food. Humans have different diets to animals. There are 5 main food groups – protein, milk and dairy, fruit and vegetables, starch and fats and sugar. There are 7 nutrition groups – carbohydrates, protein, fats, vitamins, minerals, fibre and water. A balanced diet means a healthy amount of each food group. Humans have skeletons and muscles for support, protection and movement. There are 3 different types of skeleton; not all animals have a skeleton and some have it on the outside of their bodies. The spine is made up of 33 bones and the smallest bone is found in our ear. Muscles make up 40% of our total body weight and the smallest muscle is found in our ear.</p> <p>Key Vocabulary</p> <p>Diet, nutrition, health, food, water, balanced diet, skeleton, bones, move, protect, support, muscles, relax, contract.</p>
DT	<p>Biscuit making and Pop Up cards</p> <p>Children will demonstrate hygienic food preparation and storage. Chop a wider range of foods using different techniques i.e., claw grip, bridge grip. Use sensory information to evaluate a variety of ingredients. Combine foods using different utensils i.e., whisk, spatula. To know relevant health and safety procedures when handling and preparing foods . Explain how food and drink are needed for active/healthy bodies. Prepare and cook some dishes safely and hygienically. Grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Join different textiles in different ways. Choose textiles considering appearance and functionality. Begin to understand that a simple fabric shape can be used to make a 3D textiles project.</p> <p>Key Vocabulary</p> <p>Healthy & Varied Diet, Texture, taste, appearance, preference, greasy, moist, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested</p>
Art	<p>Pop Art</p> <p>Children will select an appropriate brush type, size and style depending on the task. Create effects with different sized brushes. Identify, experiment with techniques used by different artists such as blocking in colour, washes, using dotting, splashing, scratching. Mix colour,</p>



YEAR 3 Autumn Term overview

	<p>shades, tones and texture with increasing confidence and begin to explore complimentary colours and create moods with colour. Know where colours are on the colour wheel (primary and secondary). Recognise and reflect on differences from different cultures and different historical periods. Begin to experiment with 3d using tints and tones of colour Use an artist's work as a starting point and create work in the style of that artist.</p> <p>Key Vocabulary</p> <p>Pop Art, vertical, horizontal, proportion, position, vibrant, lines, dots, eccentric, onomatopoeia, definition, Roy Lichtenstein, Andy Warhol, black, trace</p>
Short PE	<p>Gymnastics</p> <p>Children will demonstrate different ways of travelling along various pathways and in different directions, i.e. towards, backwards, sideways, diagonally forwards, diagonally backwards. Travel showing a range of shapes and travel demonstrating a cat leap and scissor kick. Show different rolls including a shoulder roll and a forward roll. Take weight on hands and feet consistently to transfer from a front support to a back support or side support. Join together two or more contrasting actions e.g. rolling, jumping, spinning and beginning of cartwheel activities. Demonstrate stretched and curled balances on different body parts showing an understanding of high, medium and low positions. Compose a short sequence with a partner demonstrating an understanding of levels, directions and speeds, matching and mirroring and be able to identify what adaptations were required to enhance the overall performance.</p> <p>Key Vocabulary</p> <p>Sequence, balance, move, extend, transitions, jump, apparatus, shape, unison, roll, patterns, contrast, accuracy, control, safety, strength, flexibility.</p>
Long PE	<p>Football and Netball</p> <p>Children will know how to use and select travelling movements in a game, therefore; change direction and speed with control and coordination, move to find space, travel with equipment keeping possession.They will know how to pass and receive in invasion games. Accurately pass and receive a range of balls in different ways with hands (e.g. chest pass, bounce pass, shoulder pass). Demonstrate control when dribbling, passing and receiving with feet. Signal for the ball and pass and receive in sequential order (1-2-3-4-1 etc). Pass and</p>



YEAR 3 Autumn Term overview

	<p>receive on the move and signal for the ball to retain possession and show progression down the court / pitch. Play with confidence in various small game formations (e.g. 2v1, 3v1, 3v2, 2v2, 3v3).</p> <p>Key Vocabulary</p> <p>Ball, pass, receive, teamwork, throw, invasion, catch, goal, chest pass, bounce pass, shoulder pass, position, net, movement, active.</p>
RE	<p>Beliefs and Practices</p> <p>Children will learn to know Christianity and Sikhism traditions of celebrating festivals and important life events i.e. Christianity - Baptism/ Christening Sikhism - naming ceremonies. Consider why and how saints are remembered for example, St Alban. Research different ways of celebrating the same events and ceremonies of belonging. They will describe, make connections and reflect on some religious and non-religious worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.</p> <p>Key Vocabulary</p> <p>Christmas, Eucharist, advent, Birth, Resurrection, pilgrimage, Amristar, Verulamium, Guru Granth Sahib, Harmandir, Kaur, Singh, Martyr, Roman, Reign.</p>



YEAR 3 Autumn Term overview

PSHE	<p>Being me and my world</p> <p>Children will understand their place in the class, school and global community as well as devising Learning Charters. They will identify positive things about themselves and set person goals. They will be shown how to face challenges positively, make responsible choices and recognise different emotions. They will understand why rules are needed and how to make others feel valued.</p> <p>Key Vocabulary</p> <p>Community, belonging, goal, emotions, solutions, problems, rights, responsibilities, behaviour, self-esteem, rewards, consequences, choices, challenge, recognise.</p> <p>Celebrating difference</p> <p>Children will understand that everybody's family is different and appreciate the family that care for them. Understand differences and conflict sometimes happen in families and know how to calm themselves. They recognise that some words are used in hurtful ways. They give and receive compliments. Children look at what bullying is and discuss ways to solve conflicts.</p> <p>Key Vocabulary</p> <p>Difference, family, special, loving, caring, conflict, safe, bullying, solutions, resolve, compliment, gay, calm, hurtful, kind.</p>
French	<p>Bonjour</p> <p>Children will repeat modelled short phrases; listen and show understanding of short phrases through physical response. Listen to and respond to rhymes, stories and songs.</p> <p>Je m'appelle Sophie</p> <p>Children will experiment with the writing of simple words. Be able to select words to complete simple sentences or phrases.</p>



YEAR 3 Autumn Term overview

	Say or repeat a few words or phrases eg. What the weather is like, naming classroom objects.
Music	<p>Percussion and Digital Music</p> <p>Children will learn how to find and demonstrate the pulse. Know the difference between rhythm and pulse. Know how pulse, rhythm and pitch work together to create a song. They will learn how to treat instruments carefully and with respect. To listen to and follow musical instructions from a leader. They will help to create one simple melody using 1, 3 or 5 different notes/</p> <p>Key Vocabulary</p> <p>Composition, rhythm, pitch, pulse, song, play, instrument, demonstrate, melody, notes, instructions, musical, listen, discuss.</p>