

## English

**The Secret of Black Rock by Joe Todd-Stanton**

**Street beneath My Feet by Charlotte Gullain and Yuval Zommer**

Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Explore the meaning of ambitious or unfamiliar words in context

Briefly summarise the difference between a fiction and non-fiction text, giving examples

Understand the term preposition in relation to position

Develop the range of time and linking words used to start sentences.



**Stone Age Boy by Satoshi Kitamura**

**Skara Brae by Dawn Finch**

Read aloud using a range of strategies appropriately, including decoding, to establish meaning.

Begin to use knowledge of alphabet to locate information and meaning (dictionary/index)

Identify where language is used to create mood, build tension or 'paint a picture'.

Use a variety of conjunctions, adverbs and prepositions to express time and cause with support.

Identify and understand the main clause in a sentence with support.

## Maths

**Place Value**

**Addition & Subtraction**

Represent numbers to 1,000

Partition numbers to 1,000

Number lines to 1,000

Hundreds, tens and ones

Find 1, 10 or 100 more or less

Estimate on a number line

Compare and order numbers to 1,000

Apply number bond within 10

Add and subtract 1s, 10s and 100s

Spot the pattern

Add and subtract 1s across a 10, 100

Make connections

**Addition and Subtraction**

**Multiplication & Division**

Add and subtract two numbers (no exchange, across a 10, across a 100)

Add and subtract 2-digit and 3-digit numbers

Complements to 100

Estimate answers

Use arrays

Multiples of 2, 5, 10

Sharing and grouping

Multiply and divide by 3, 4, 8

The 2, 4 and 8 times-tables



## Science

**Rocks and Soils**

Describe what different rocks look like, noticing differences and similarities.

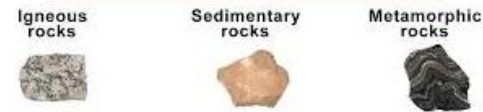
Classify different rocks into types and by their properties.

Understand how fossils are formed.

Consider whether or not anything can be fossilised.

Know what soils are made from.

### Types of Rocks



**Plants**

Children will learn about plants across the year.

Compare plants and consider similarities and differences in their structure.

**Animals including humans**

Children will begin the animals including humans unit in term 2 and complete this unit in term 3.

Know where humans and animals get their food from.

Explain why humans and animals need to eat different foods.

Identify the main bones in the human body.

## RE

**PEOPLE OF GOD**

**What is it like to follow God?**

Make clear links between the story of Noah and the idea of covenant.

Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.

Make links between the story of Noah and how we live in school and the wider world.



**What is important for Sikh people?**

Describe things that are important to Sikhs and show how these impact their lives and actions.

Make suggestions about what Sikhs believe about God.

Explain what the 5 K's are and why they are important to Khalsa Sikh's.

Make clear links between the teachings of the Guru Granth Sahib and seva.

Describe some of the same / different things Sikh's do which show equality in the Langar.

## History

### **How did the discovery of metal transform life in prehistoric Britain?**

Use a timeline to consider how metal impacted the lives of people in Britain by comparing similarities and differences in the chronology.

Give examples of sources of evidence that archaeologists have used to make discoveries about prehistory

Explore how early stone-age people were 'hunter gatherers' and how they survived against threats, but evolved into farmers during the latter part of the Stone Age.

Research the history of Skara Brae and Stonehenge.



## Design Technology

### **Shell Structures**

Children will draw upon their history knowledge and design and technology knowledge to create a scaled model of a prehistoric structure.

Children will use pictures to help them design their own house that they will create.

Children will test the suitability of a range of materials to identify which ones create a sturdy structure.

Children will use this knowledge when designing, building and evaluating their structure.



## PE

### **Netball**

### **Fitness**

### **Ball Skills**

### **Gymnastics**

In Netball, children will develop their understanding of the attacking and defending principles of invasion games.

In ball skills, children will develop dribbling, catching and throwing skills.

In Gymnastics, Children will develop balancing, rolling and jumping. Using these skills individually and in combination

In fitness, children will develop speed, strength, co-ordination, agility, balance and stamina skills.



## Computing

### **Connecting Computers**

To explain how digital devices function. To identify input and output devices. To recognise how digital devices can change the way we work. To explain how a computer network can be used to share information. To explore how digital devices can be connected. To recognise the physical components of a network

## Art

### **Sculpture**



Children will learn about the work of Barbara Hepworth and Nnenna Okore, considering what inspired them and why these pieces were created. They will experiment using a range of media including shadow sculptures, clay and wire. Children will consider how these medias and techniques could be used on their own abstract sculpture

## Year 3 Terms 1 and 2

## Geography

### **Why do people live near volcanoes?**

Children will be able to name and describe the layers of the Earth.

Explain how and where mountains are formed.

Explain why volcanoes happen and where they occur.

Recognise the negative and positive effects of living near a volcano.

Explain what earthquakes are and where they occur.

Observe and record the location of rocks around the school grounds and discuss findings



## Music

### **Play the Recorder**

Name and label the key features of a recorder.

Understand how to hold and blow into the recorder.

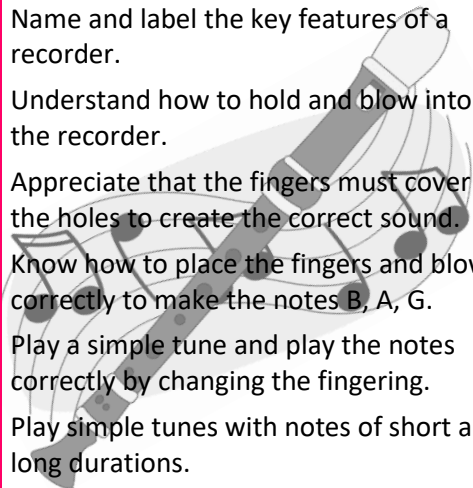
Appreciate that the fingers must cover the holes to create the correct sound.

Know how to place the fingers and blow correctly to make the notes B, A, G.

Play a simple tune and play the notes correctly by changing the fingering.

Play simple tunes with notes of short and long durations.

Become familiar with musical notation.



## PSHE

### **Family and Relationships**

#### **Health and Wellbeing**

Recognise that friendships have ups and downs and this is normal.

Understand that we all have a range of attributes that make us who we are and we should be proud of these.

Understand why someone might bully others.

Describe why they should embrace failure.

Describe a strategy to manage feelings of failure and to help them to persevere.

Set themselves goals and consider how they will achieve them.

## French

### **I'm Learning French**

#### **J'apprends Le Français**

Ask and answer the question 'How are you?' in French

Say 'Hello' and 'Goodbye' in French

Ask and answer the question 'What is your name?' in French. Count to ten in French

Say ten colours in French.

