



THERE'S NO FULL STOP TO LEARNING

Year: 3 Term: Autumn 1 Topic: Inspirational people from black history

Our vision is to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential

PE

Explore movements in response to stimulus (instruction, sounds, music)

Perform imaginative movements with control (including moving in time with coordination)

Create and perform simple movement patterns.

Create dances in pairs.

Science

Content

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

Working scientifically (LKS2 WS)

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

Music

Play and perform in solo and ensemble contexts

Use their voice and play musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Computing

With support select and use a variety of software to accomplish goals.

Use simple search technologies and understand that some are more reliable than others.

Use technology safely and recognize acceptable and unacceptable behaviour.

English

Writing, spelling and grammar

Extend their range of sentences with more than one clause by using a wider range of conjunctions

Use the present perfect form of verbs in contrast to the past tense

Choose nouns or pronouns appropriately

Use conjunctions, adverbs and prepositions to express time and cause

Use fronted adverbials

Use further prefixes and suffixes and understand how to add them.

Spell further homophones.

Spell words that are often misspelt.

Reading

Apply their growing knowledge of root words

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Develop positive attitudes to reading and understanding of what they read

Check that text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Maths

-Count in multiples of 4.

Find 10 / 100 more or less than a given number.

Recognise place value of each digit in a three digit number.

Add and subtract numbers mentally including using number bonds to 100.

Use inverse number operation.

Add and subtract using formal written methods – two digit numbers and beyond.

Recall and use multiplication and division facts for 2, 3, 4, 5, and 10x tables.

To understand that tenths arise from dividing an object in to ten equal parts (link to money).

To recognise fractions in different contexts such as shape, measure and number.

To be able to order unit and non-unit fractions on a number line.

To understand unit fractions as division.

To be able to find $\frac{1}{2}$, $\frac{1}{4}$, of numbers.

Throughout all strands, solve a range of mathematical problems.

RE/PSHCE

Listen and respond to the ideas others, forming opinions in the light of what others have said.

Understand ways to calm down when agitated, upset or angry.

Learn strategies to help regulate own behavior.

Explore and discuss discrimination and why it.

Form and develop ideas about right and wrong in the context of the world today.

Understand about belonging to the world family of a religion.

Understand the place of worship in a religious believer's spiritual life.

Understand the practices and importance of prayer in Islam.

Geography/History

Use an increasing range of common words and phrases relating to the passing of time.

Locate continents on a map of the world

Understand physical and human features of the local environment.

Develop a chronologically secure knowledge and understanding of British, local and world history.

Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Understand how our knowledge of the past is constructed from a range of sources.

Art/DT

Use a sketchbook for recording observations, for experimenting with technique or planning out ideas.

Experiment with different materials to create a range of effects and use these techniques in a finished piece of work.

Explain what they like and dislike about their work.

Know about some of the great architects and designers in history and describe their work.