



# THERE'S NO FULL STOP TO LEARNING

Year 3 Term Autumn 2

Topic: Polar Scientists

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

## Science

### Content

- i. compare how things move on different surfaces
- ii. Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- iii. Observe how magnets attract or repel each other and attract some materials and not others
- iv. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- v. describe magnets as having two poles
- vi. Predict whether two magnets will attract or repel each other, depending on which poles are facing

### Working Scientifically

- i. asking relevant questions and using different types of scientific enquiries to answer them
- ii. Setting up simple practical enquiries, comparative and fair tests
- iii. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment
- iv. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- v. recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- vi. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- vii. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- viii. Identifying differences, similarities or changes related to simple scientific ideas and processes
- ix. 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

Use simple search technologies and understand that some are more reliable than others.  
Use technology safely and recognize acceptable and unacceptable behavior.

## 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

Know division facts including with remainders.  
Double and halve numbers including odd numbers to 100.  
Measure length in m/cm and convert units.  
Measure weights in Kg and g  
Measure capacity in ml /l  
Use bar graphs  
Measure perimeter  
Use place value to add and subtract  
Know mental calculation compliments to 100  
Subtract by counting up.  
Know mental strategies for multiplication and division.

## PE

Swimming  
Daily Mile

## RE/PSHCE

Belonging to a faith community locally and internationally  
Understanding that faiths have rules to live by  
The importance of cleanliness physically and symbolically in Islam.  
Charitable donations as a social responsibility in Islam

Discuss topical issues and offer opinions and thoughts - looking specifically at the question of climate change.  
To speak and to listen to the ideas of others, sometimes changing own thoughts in the light of what somebody else has said.

## Geography

Identify the different lines of latitude and explain how latitude is linked to climate.  
Locate different climate zones and explore the differences between the Northern and Southern Hemispheres.  
Compare climate data for different locations.  
Explore weather patterns within a climate zone  
describe the weather of a typical day in a place with a contrasting climate  
Identify the characteristics of each climate zone.

## Art/DT

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