

Maths

Place Value

- To represent numbers to 100.
- To work on a number line to 1000.
- To count in 100s, 10s and 1s.
- To compare different quantities of objects.
- To use the correct terminology to compare.

Addition and Subtraction

- To be able to add and subtract 2 and 3 digit numbers using different methods.
- To be able to make estimations.
- To be able to identify when to make an exchange and how to make it.

Multiplication and Division

- To be able to work on the 2, 5 and 10 times table.
- To be able to divide by 2, 5, 10 and 3.

History- Stone Age –Iron Age

LO: To use historical enquiry to find out survival in prehistory.

- I can infer purpose of artefacts with some justification.
- I can infer how life must have been based on these sources.
- I can ask questions about a historical sources.

LO: To compare Neolithic and Palaeolithic lives.

- I can understand how the Stone Age changed over time.
- I can recognise the invention of farming as a key factor into our lives.
- I can refer to Skara Brae as an example of Neolithic settlements and compare that to Palaeolithic survival.

LO: To use historic sources to compare Stone Age to Bronze Age

- I can recognise the differences and similarities between artefacts in Stone Age and Bronze Age.
- I can give reasons as to why people changed over time.
- I can infer as to how these changes changed Britain with through to modern life.

LO: To understand the lives of Iron Age people

- I can recognise the jobs of the Iron Age settlements
- I can compare jobs of Iron Age to modern day.
- I can recognise some differences between Stone, Bronze and Iron Age.

Science: EARTH ROCKS

Keeping Healthy & Rocks, fossils and soils.

- I can compare and group together different kinds of rocks because of their appearance and simple physical properties.
- I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- I can recognize that soils are made from rocks and organic matter.

Computing: Programming: Scratch

- To explore a programming application.
- To use repetition (a loop) in a program.
- To program an animation.
- To program a story.
- To program a game.

Music: Ballads

- To use musical language to describe feel of the music.
- To improve accuracy in pitch and control, singing with expression and dynamics
- To identify the patterns and repeating themes of a song.
- To sing as a part of a group in order to sing in rounds.
- To keep beat alongside a song.

French: My Body

- To locate and name French speaking countries, parts of the body, simple adjectives, animals, high frequency verbs



**Year 3
Autumn 2
This term our topic is on:
Stone Age –Iron Age**



PSHE: 1 Decision- Computer Safety /Keeping Safe

- To be able to identify possible dangers and consequences of talking to strangers online
- To know how to keep safe in online chatrooms
- To be able to name the positives and negatives of using technology
- To understand the difference between safe and risky choices online

R.E: Christianity

Believing

Theme: Christmas

Concept: Incarnation

Key Question: Has Christmas lost its true meaning?

Religion: Christianity

Design and Technology

Structures: Constructing a castle

- To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure.
- To design a castle
- To construct 3D nets
- To build a castle

Literacy

Stone Age Boy Adventure Story Fiction

- Word classes
- Forms of An and a
- Subordinating conjunctions
- Paragraphs

Non-fiction:

- Formal language
- Present perfect tense
- Adverbial phrases
- Fiction: Short narrative, Diary entry
- Non – Fiction:
- Newspaper

P.E- Invasion: Handball

- Handball Introduce passing, receiving and creating space Develop passing and moving
- Combine passing and moving Introduce shooting Develop passing and shooting