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| **Year 3 Autumn Term Overview** | | | |
|  | **Autumn 1** | | **Autumn 2** |
| **Focus Christian Value** | **Hope** (cycle 1)  **Courage** (cycle 2) | | **Responsibility** (cycle 1)  **Peace** (cycle 2) |
| **English** | **The Iron Man – Ted Hughes** (PofR) (Extended writing- Diary)  -To make inferences and predictions. – To retrieve relevant information from a text. - To use descriptive vocabulary. -To act in role. – To write a recount in role-To use expanded noun phrases. -To use exciting vocabulary. -To use paragraphs. - -To use pronouns. -To use conjunctions. | | **Leon and the Place Between – Angela McAllister** (PofR) (Extended writing – descriptive passage)  -To respond to an illustration. – To create a freeze frame. – To create a list poem. – To perform in role. – To use descriptive vocabulary, - To write a descriptive passage. – To create a persuasive advert. |
| **Maths** | **Place Value:**  Represent numbers to 1000; compare and order 2- and 3- digit numbers; count on and back in 100s, 10s and 1s; count in 50s.  **Addition and Subtraction:**  Add and subtract 3-digit numbers including crossing 10 and 100 and exchanging; mixed problems; estimate answers to calculations. | | **Multiplication and Division:**  Multiplication using arrays and the mathematical symbol.  Multiply and divide by 2, 5, 10, 3, 4 and 8. |
| **RE** | **Creation and Fall**  -Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’  -Make clear links between Genesis 1 and what Christians  believe about God and Creation  -Describe what Christians do because they believe God is Creator.  -Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. | | **Buddhism**  **Incarnation.**  -Identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter.  - Offer suggestions about what texts about baptism and Trinity might mean.  - Give examples of what these texts mean to some Christians today. |
| **Science** | **Rocks**   * To explain how rocks are formed. * To understand how rocks are classified. * To know that rocks can change. * To group rocks according to their properties. * To describe how fossils are formed. * To explain how soil if formed.   **Scientist:** Mary Anning | | **Forces and Magnets**  -To understand what forces are. -To notice that some forces need contact between two objects. -To compare how things move on different surfaces. -Explore how magnetic forces work. Identify magnetic materials. -Investigate uses for magnets  **Scientist:** Isaac Newton |
| **History** | **Stone Age to Iron Age**  - To develop chronology (BC and AD).  - To know about the Palaeolithic Age.  -To know about the Mesolithic Age.  -To know about the Neolithic Age.  - To compare the three ages of the Stone Age  - To know about the Bronze Age.  - To know about the Iron Age. |  | |
| **Geography** |  | | **Beyond the Magic Kingdom-: What is the Sunshine State really like?**  To describe and understand key aspects of geography  To locate countries using atlases.  To use maps and atlases to locate peninsulas  To explain the geographical reasons for Kennedy Space Centres location  To compare the weather and climate of Florida and London. |
| **Art** | **Prehistoric Art**  To learn how prehistoric man made art and to reflect this style in their work  To scale up drawings and sketches in a different medium  To apply and blend charcoal to create tone and texture  To experiment with the pigments in natural products to make different colours  To develop painting skills  To collaborate in small or large groups to create a joint piece of artwork | |  |
| **DT** |  | | **Structures: Constructing a castle**  To design a castle  To construct 3D nets  To construct and evaluate my final product |
| **ICT** | **Digital Literacy**  Accelerated Reader  Seesaw  TTRS  Spelling Shed  Adobe Spark Video | | **Programming**  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** |  | | African drums and rhythm patterns  Christmas music |
| **PE** | **Being an Athlete (Athletics)**  To attempt to throw a shot putt using the rotation technique.  To consolidate different throwing techniques.  To attempt a javelin throw with correct technique.  To be able to pass & receive a relay baton.  Continually develop awareness of distance. | | **Thinking Aloud**  **(O+A)**  To place trust in team mates.  To develop problem solving skills.  To create and recognise some map symbols.  To develop basic map reading skills.  Work cooperatively to solve group/paired challenges. |
| **MFL**  **Spanish** | **Presenting myself** | | **Family** |
| **PSHE** | **Me and My Relationships**   * To understand why we have rules. * To develop teamwork skills. * To develop strategies for maintaining positive relationships. * To rehearse strategies for resolving conflict. * To develop strategies to use if they are ever made to feel uncomfortable or unsafe. * To practise explaining the thinking behind their ideas and opinions. * To rehearse skills for making up again. | | **Valuing Difference**  - Recognise that there are many different types of family.  - Identify the different communities that they belong to.  - Be respectful.  - Identify similarities and differences between people.  - Recognise that repeated name calling is a form of bullying.  - Explore why people have prejudiced views. |
| **Enrichment opportunities** |  | | **Visit to Tullie House- Stone age themed** |