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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 Stone Age Boy** (Extended writing- Recount)  -To make inferences and predictions. – To retrieve relevant information from a text. - To use descriptive vocabulary. -To act in role. – To write a recount. -To use exciting vocabulary. -To use paragraphs. - -To use pronouns. -To use adjectives, onomatopoeia, time adverbs, simile and synonyms. | | **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 cleriheu poem. – To perform in role. – To use descriptive vocabulary, - To write a descriptive passage. |
| **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**  -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**  **-**To recognise Buddhism as being one of the main religions.  -To list the four sights of Buddha  **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 recognise if the Stone Age man was simply a hunter and gatherer.  - To recognise how different life was in the Stone Age  - To study Skara Brae.  -To study Stonehenge.  -To recognise how much life changed during the Iron Age.  -To study Maiden Castle. |  | |
| **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** | **Computers and networks: 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. | | **Creating media: desktop publishing**  -To recognise how text and images convey information.  -To recognise that text and layout can be edited.  -To choose appropriate page settings.  -To add content to a desktop publishing publication  -To consider how different layouts can suit different purposes.  -To consider the benefits of desktop publishing. |
| **Music** |  | | African drums and rhythm patterns  Christmas music |
| **PE** | **Football and hockey** | | **Over the net** |
| **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. | | **Rights and responsibilities**  **To define what a volunteer is and recognise reasons why people volunteer.**  **To identify key people who are responsible for them to stay safe and healthy.**  **To understand the difference between fact and opinion.**  **To understand how an event can be perceived from different viewpoints.**  **To define what is meant by the environment and explain different ways we can look after the school environment.**  **To understand the terms ‘income’ ‘saving’ and ‘spending’.** |
| **Enrichment opportunities** |  | | **Visit to Tullie House- Stone age themed**  **Astral circus** |