

Science Forces and Magnets

Children will compare how things move on different surfaces.
They will notice that some forces need contact between two objects, but magnetic forces can act at a distance.
Children will observe how magnets attract or repel each other and attract some materials and not others.
They will 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.
Children will describe magnets as having two poles.
They will predict whether two magnets will attract or repel each other, depending on which poles are facing.

Working scientifically

Children will ask relevant questions and using different types of scientific enquiries to answer them.
Children will gather, record, classify and present data in a variety of ways to help in answering questions.
Children will record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

French L'école des sines

Children will understand and pronounce numbers 1–10 and classroom commands.
They will respond to commands.
Children will recognise simple questions and know how to respond.
They will be aware of the spelling of numbers 1–10 and other familiar words.
Children will recognise how some sounds are represented in written form.
Children will join in with whole class responses.
They will begin to write simple words or phrases.

Music

Children will listen and appraise a song and learn and/or build on knowledge and understanding about the interrelated dimensions.
Children will perform the song to others and share their learning.
Children will use instruments to find the beat and pulse of different songs, and then perform to other using their instruments.

AUTUMN 1 Year 3



English

Kennings

Children will write a kenning focussing on powerful adjective choices.

Traditional Tales - Fairy tales

Children will explore the genre of Fairy Tales before writing their own version.

Explanation Texts

Children will learn about the features of an explanation text before writing their own, linking to their Topic learning.

History Stone Age

Children will understand and recognise changes in Britain from the Stone Age to the Iron Age.
They will develop a chronologically secure knowledge and understanding of British History.
They will note connections, contrasts and trends over time and develop the appropriate use of historical terms.
Children will understand change, cause, similarity, difference and significance of historical events by answering and asking questions. Children will understand how knowledge of the past is interpreted from a range of sources.

Bringing Learning to Life

History

Year 3 children will visit the Natural History Museum in Tring after half term.

PSHE & Citizenship Feelings and Relationships

Children will talk about and demonstrate ways in which they care for themselves and others.
They will recognise and express positive things about themselves and others.
Children will name their special people and describe what they do to make each other happy, sad, cross etc.
They will understand that friendship patterns change and have developed some strategies for making a sustained friendship.
Children will understand what bullying is, and be able to recognise examples of bullying behaviour.
They will have developed some strategies for dealing with bullies, including telling effectively.
They will have developed confidence and assertiveness skills in dealing with their peers.
Children will be able to recognise and express a range of feelings and examples of what makes them feel like that.
They will understand about anger and what makes them feel angry, develop some coping strategies to deal with it.

Children will describe what they are good at and how it can help a group to perform a task.
They will know the range of jobs and work roles carried out by people they know, and discuss.
Children will record information about current interests and choices they will have to make in the future.

Religious Education Christianity and Islam

Children will Investigate, interpret and respond to a range of stories, sacred writings and sources of wisdom and authority, reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities.
Children will describe, make connections and reflect upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship, and the rituals which mark important points in life including the joy of celebrations.
Children will discuss and apply their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is fair and just.

Physical Education Invasion ball skills Floor work

Children will use running, jumping, throwing and catching in isolation and in combination.

Maths

Exploring, understanding and applying the number system

Children will count from 0 in multiples of 4, 8, 50 and 100.
Children will count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
Children will recognise the place value of each digit in a three-digit number.
Children will solve number problems and practical problems.

Computing – Coding Information Technology and Digital Literacy

Children will use search technologies effectively
Children will select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
They will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Design and Technology Textiles – Stone Age Photo frame

Children will investigate and analyse a range of existing products
They will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work