

Geography

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Geographical skills and fieldwork:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Art & Design

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Design & Technology

Design

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design


Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world Technical knowledge

Year 3
Autumn Term
Topic: Mighty Metals



PE

Dance

- perform dances using a range of movement patterns

Invasion Games

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Computing

Programming

- Put programming commands into a sequence to achieve a specific outcome.
- Solve an open-ended problem *e.g. adding sound to a model or object*
- Use repeat commands
- Describe the algorithm necessary for a simple task.
- Keep testing my program and recognise when I need to debug it

Multimedia

- Create different effects with different technology tools
- Combine a mixture of text, graphics and sound to share my ideas and learning
- Evaluate my work and improve its effectiveness
- Use appropriate keyboard commands to amend text on my device

Technology in our Lives

- Describe the World Wide Web as the part of the Internet that contains websites
- Use search tools to find and use an appropriate websites
- Think about whether I can use images that I find online in my own work.

e-Safety

- Protect my personal information when I do different things online.
- Use the safety features of websites as well as reporting concerns to an adult

RE

The Christian Family

- Reflect on what it means to be a part of a family
- Understand that the Church is the family of God
- Reflect on what it means to be part of the Christian family
- Know that we join this family when we receive the Sacrament of Baptism
- Know what happens at a Baptism
- Know the signs used in Baptism and why they are used
- Know the promises made by parents and godparents at Baptism
- Know that Baptism is a sacrament
- Experience a liturgical celebration

Mary Our Mother

- Know that God called Mary to be the Mother of Jesus
- Know how Mary responded to God's call
- Know the 'Hail Mary' and begin to understand it

		<ul style="list-style-type: none"> • Reflect on Mary's role as our Mother, how she shows her love for us and how we can show our love for her • Know that Advent is a time to prepare for the coming of Jesus at Christmas • Identify ways we can prepare for the birth of Jesus during Advent • Experience an Advent liturgy • Understand that Christmas is a celebration of the birth of Jesus, the Son of God • Know the stories of the shepherds' and wise men's visit to see the baby Jesus and that they knew he was the Son of God.
<p>Music</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing 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 • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 		<p>PSHE <u>Health and wellbeing</u></p>
<p>MFL</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding 		

<p>Science Forces and Magnets</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others 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 describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing <p>Light</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change. 	<p>Maths Place Value</p> <p>Identify, represent and estimate numbers using different representations.</p> <ul style="list-style-type: none"> Find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100. <p>Addition and Subtraction</p> <p>Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens, a three digit number and hundreds.</p> <ul style="list-style-type: none"> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <p>Multiplication and Division</p> <ul style="list-style-type: none"> Count from 0 in multiples of 4, 8, 50 and 100. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. 	<p>English Fiction</p> <ul style="list-style-type: none"> Narrative: The Iron Man <p>Non-Fiction</p> <ul style="list-style-type: none"> Retcount <p>Poetry</p> <ul style="list-style-type: none"> Shape Poetry <p>Grammar and Vocabulary</p> <ul style="list-style-type: none"> expresses time, place and cause using; conjunctions (e.g. <i>when, before, after, while, so, because</i>) adverbs (e.g. <i>then, next, soon, therefore</i>) prepositions (e.g. <i>before, after, during, in, because, of</i>) begins to understand subordinate clauses uses a range of punctuation accurately and effectively - full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction, apostrophe for singular possession and inverted commas for direct speech uses the present perfect form of verbs instead of the simple past uses a varied and rich vocabulary <p>Spelling</p> <ul style="list-style-type: none"> words with the /ai/ sound spelt <i>ei, eigh</i> or <i>ey</i> words containing the /u/ sound spelt <i>ou</i> adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding <i>ing</i>) 	
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