


<p><u>History</u></p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>• Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>• Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	<p style="text-align: center;">Year 3 Autumn Term Topic: Stone Age</p>  <p><u>PE</u></p> <ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>	<p><u>Computing</u></p> <p><b><u>Unit 3.1 – Coding (6 Lessons)</u></b></p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul> <p><b><u>Unit 3.2 – Online Safety (3 Lessons)</u></b></p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> <p><b><u>Unit 3.3 – Spreadsheets (3 Lessons)</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Maths Cross-curricular links: Graphs</li> </ul> <p><u>RE</u></p> <p><b><u>Sacrament of Reconciliation</u></b></p> <ul style="list-style-type: none"> <li>• Understand what it means to make wrong choices. Reflect on how wrong choices affect us and other people.</li> <li>• Know that Jesus called people to turn away from sin. Think about why this is important.</li> <li>• Understand that God always loves us.</li> <li>• Think of how important this love is for us.</li> <li>• Know what the Sacrament of Reconciliation means. Reflect on God’s love and forgiveness.</li> <li>• Know what happens during the Sacrament of Reconciliation.</li> <li>• Think about what this Sacrament does for us.</li> <li>• Understand the purpose of Lent.</li> <li>• Reflect on what we can do to prepare for Easter</li> </ul>
<p><u>Art &amp; Design</u></p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• about great artists, architects and designers in history.</li> </ul>		
<p><u>Design &amp; Technology</u></p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• 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</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world Technical knowledge</li> </ul>		

		<p><b>Mary Our Mother</b></p> <ul style="list-style-type: none"> <li>• Know what happened at the Last Supper.</li> <li>• Reflect on how the Mass makes this real for us.</li> <li>• Understand what happens at the beginning of Mass.</li> <li>• Think about why we say 'sorry'.</li> <li>• Understand the importance of the Readings at Mass.</li> <li>• Reflect on how we listen to God's Word.</li> <li>• Know what happens at the Offertory and Consecration.</li> <li>• Think about the offerings we can make.</li> <li>• Know that it is Jesus we receive in Holy Communion.</li> <li>• Reflect on this very great gift for us.</li> <li>• Be familiar with your Parish Church.</li> <li>• Reflect on its importance for you.</li> </ul>
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>		<p><b>PSHE</b></p> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• I can show awareness of issues affecting communities and groups</li> <li>• I can identify and understand why laws are made and how they are applied justly</li> <li>• I can reflect on the impact of people's actions on others</li> <li>• I can know how to keep safe and how and where to get help</li> <li>• I can recognise and respond to issues of safety relating to myself and others and how to get help</li> <li>• I can use strategies to stay safe when using ICT and the internet</li> <li>• I can use ICT safely including using software features and settings</li> <li>• I can behave safely and responsibly in different situations</li> <li>• I can follow school rules about health and safety and know where to get help</li> <li>• Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• Know how to consider the effect of their online actions on others and know how to recognise and display</li> </ul>
<p><b>MFL</b></p> <ul style="list-style-type: none"> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> </ul>		

<p><b>Science</b></p> <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>Animals</b></p> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<p><b>Maths</b></p> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>compare and order numbers up to 1000</li> <li>identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words</li> <li>solve number problems and practical problems involving these ideas</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>a three-digit number and ones</li> <li>a three-digit number and tens</li> <li>a three-digit number and hundreds</li> </ul> </li> <li>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>estimate the answer to a calculation and use inverse operations to check answers</li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>write and calculate mathematical statements for multiplication and division using the multiplication</li> </ul>	<p><b>English</b></p> <p><b>Non Fiction</b></p> <p>Explanations texts</p> <p><b>Fiction</b></p> <p>The Tunnel</p> <p><b>Poetry</b></p> <p>Performance poetry</p> <p><b>Grammar and Vocabulary</b></p> <ul style="list-style-type: none"> <li><b>expresses time, place and cause using;</b></li> <li><b>conjunctions (e.g. when, before, after, while, so, because)</b></li> <li><b>adverbs (e.g. then, next, soon, therefore)</b></li> <li><b>prepositions (e.g. before, after, during, in, because, of)</b></li> <li><b>begins to understand subordinate clauses</b></li> <li>uses a range of punctuation accurately and effectively - full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction, <b>apostrophe for singular possession and inverted commas for direct speech</b></li> <li><b>uses the present perfect form of verbs instead of the simple past</b></li> <li>uses a varied and rich vocabulary</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li><b>words with the /ai/ sound spelt ei, igh or ey</b></li> <li><b>words containing the /u/ sound spelt ou</b></li> <li><b>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 ing)</b></li> </ul>	<p>respectful behaviour online and the importance of keeping personal information private</p> <ul style="list-style-type: none"> <li>I can show awareness of issues affecting communities and groups</li> <li>I can reflect on the impact of people’s actions on others</li> <li>I can recognise and respond to issues of safety relating to myself and others and how to get help</li> <li>To use ICT safely including keeping electronic data secure</li> <li>I can show awareness of issues affecting communities and groups</li> <li>I can reflect on the impact of people’s actions on others</li> <li>I can recognise and respond to issues of safety relating to myself and others and how to get help</li> <li>I can use ICT safely including using software features and settings</li> <li>I can begin to make responsible choices and consider consequences</li> <li>I can behave safely and responsibly in different situations</li> <li>Recognise that rules may need to be changed</li> <li>I can recognise the need to take responsibility for my actions</li> <li>I can identify and understand why laws are made and how they are applied justly</li> <li>I can recognise right and wrong, what is fair and unfair and explain why</li> <li>I can begin to make responsible choices and consider consequences</li> <li>I can behave safely and responsibly in different situations</li> <li>I can follow school rules about health and safety and know where to get help</li> </ul> <p><b>Rules and Responsibilities</b></p> <ul style="list-style-type: none"> <li>Understand why it is important to plan ahead and think of potential consequences as a result of their actions</li> <li>I can recognise the need to take responsibility for my actions</li> <li>I can self-assess, understanding how this will help my future actions</li> <li>I can begin to make responsible choices and consider consequences</li> <li>I can behave safely and responsibly in different situations</li> <li>Understand why it is important to behave responsibly</li> </ul>
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	<p>tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p>		<ul style="list-style-type: none"> <li>• Recognise that actions have consequences</li> <li>• I can recognise the need to take responsibility for my actions</li> <li>• I can identify and understand why laws are made and how they are applied justly</li> <li>• I can work independently and in groups, taking on different roles and collaborating towards common goals</li> <li>• I can take the lead, prioritise actions and work independently and collaboratively towards goals</li> <li>• I can reflect on own mistakes and make amends</li> </ul> <p><b>Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>• Know and understand the features of a good friend</li> <li>• Understand why it is important to be positive in relationships with others</li> <li>• I can work co-operatively, showing fairness and consideration to others</li> <li>• I can talk about my views on issues that affect me and my class</li> <li>• I can empathise with another viewpoint</li> <li>• Know how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• Know and understand the features of a good friend</li> <li>• Understand why it is important to be positive in relationships with others</li> <li>• I can work co-operatively, showing fairness and consideration to others</li> <li>• I can talk about my views on issues that affect me and my class</li> <li>• I know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• I know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• I can form and maintain appropriate relationships with a range of different people</li> <li>• Explain that the class are going to hold a friendship awards event called the BAFAs (Best at Friendship Awards) where individuals will be recognised for their excellent friendship skills and actions.</li> </ul>
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