

Year Three Autumn Term 2

Text: The Tear Thief

Literacy Coverage: Newspaper Article

Shared poem, Diary, Persuasive poster, letters, discussion



History: Stone Age to the Iron Age

- 1.1 - I can describe events from the past using dates when things happened.
- 1.2 - I can use a timeline within a specific period in history to set out the order that things may have happened.
- 1.3 I can use my mathematical knowledge to work out how long-ago events happened.
- 1.5 - I can explain how historic items and artefacts can be used to help build up a picture of life in the past.
- 1.6 - I can use research skills to find answers to specific historical questions.

Geography:

- 1.1 - I can use the correct geographical words to describe a place.
- 1.4 - I can use the index in and atlas to find places.
- 1.5 - I can describe how volcanoes are created.
- 1.6 - I can locate and name some of the world's most famous volcanoes.
- 1.7 - I can describe how earthquakes are created (1.7)

Design and Technology: Tear Pouch

Design

- 1.1 - I can generate ideas and recognise designs have to meet a range of different needs.
- 1.2 - I can make realistic plans to achieve aims.
- 1.3 - I can think ahead about the order of work, choosing the correct tools, equipment, materials, components and techniques (e.g., gears, pulleys, cams, levers and linkages)
- 1.4 - I can clarify ideas using labelled sketches and models to communicate details of the design.

Make

- 2.1 - I can come up with solutions to problems as they happen
- 2.2 - I can use appropriate materials suitable for the product, carefully using appropriate techniques and tools e.g. electrical and mouldable

Evaluate

- 3.1 - I can reflect on work in relation to intended use and identify improvements needed.
- 3.2 - I can recognise quality depends on how something is made and if it meets intended use.
- 3.3 - I can evaluate products and suggest improvements

Technical Knowledge

- 4.2 - I can join materials to make products using permanent and temporary fixings
- 4.4 - I can apply mechanisms to create movement
- 4.5 - I know that mechanisms can be used to make things move in different ways

Art:

Collage

- 3.1 - I can use cutting and sticking skills
- 3.2 - I can use collage techniques
- 3.4 - I can create compositions using lines and spaces relating to create natural images

Painting

- 6.1 - I can use a colour wheel to identify colours to mix
- 6.2 - I can use specific painting techniques

Music:

Music Partnership

- 3.1 - I can play clear notes on an instrument
- 3.2 - I can sing a tune with expression
- 3.3 - I am learning to play a musical instrument
- 3.4 - I have performed an instrument (or sang) individually or as a group in front of an audience.
- 4.1 - I can improve own work explaining how it has been improved.

Speaking and Listening:

- 1.1 - I can sequence and communicate ideas in an organised and logical way, always using complete sentences
- 1.2 - I can vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
- 1.3 - I can take a full part in paired and group discussions.
- 1.4 - I can show that I know when Standard English is required, and I am beginning to use it.
- 1.5 - I can retell a story using narrative language and add relevant detail.
- 1.6 - I can show that I have listened carefully because I make relevant comments.
- 1.7 - I can present ideas or information to an audience.
- 1.8 - I can recognize that meaning can be expressed in different ways, depending upon the context.
- 1.9 - I can perform poems from memory, adapting expression and tone as appropriate.

P.E.

Dance

- 3.1 - I can improvise freely and translate ideas from a stimulus into movement.
- 3.2 - I can share and create phrases with a partner and small group.
- 3.3 - I can repeat, remember and perform phrases

Subjects/ Objectives to be covered alongside in Autumn Term 2 – These can be taught as discrete lessons or within the main topic area.

White Rose Maths:

Weeks 9 – 12 – Multiplication and Division A

Science:

Animals Including Humans

1. 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.
2. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
3. Describe the simple functions of the basic parts of the digestive system in humans.
4. Identify the different types of teeth in humans and their simple functions.
5. Construct and interpret a variety of food chains, identifying producers, predators and prey.

Evolution and Inheritance

1. Describe in simple terms how fossils are formed when things that have lived are trapped within a rock. (Rocks)
2. Explore the part that flowers play in the life cycles of flowering plants, including pollination, seed formation and seed dispersal. (Plants)

Computing:

Purple Mash

Touch Typing (Unit 3.4)

Digital Literacy

- 3.1 – I use technology respectfully and responsibly.
- 3.2 – I know different ways I can get help if I am concerned.
- 3.3 – I understand what computer networks do and how they provide multiple services.
- 3.4 – I can discern where it is best to use technology and where it adds little or no value.

Spreadsheets (Unit 3.3)

Information Technology

- 2.1 – I can use a range of software for similar purposes
- 2.2 – I can collect information.
- 2.3 – I can design and create content.
- 2.4 – I can present information

R.E.

Incarnation – Jesus Christ Son of God. Why does Christmas matter to Christians?

1. Recognise that Incarnation is part of the 'Big Story' of the Bible. (1.2)
2. Tell the story of the birth of Jesus and recognise the link with Incarnation – Jesus is 'God on Earth'. (1.2)
3. Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. (1.2)
4. Think, talk and ask questions about the Christmas story and the lesson they might learn from it: for example, about being kind and generous. (2.3)

French:

Spoken Language

- 1.3 – I can have a short conversation (3 or 4 Phrases)
- 1.5 – I can name and describe a place

Culture

- 4.1 – I can explain significant days, festivals and events in France
- 4.2 – I am aware of countries around the world that speak French.
- 4.3 – I show an awareness of everyday life in France.

RSHE:

Growing Up = Theme: Health and Wellbeing

- H9 – Understanding that everyday hygiene routines can limit the spread of infection.
- H25 – Identifying what contributes to who we are.
- H27 – Recognising their individuality and personal qualities.
- H28 – Identifying personal strengths, skills, achievements and interest.
- H30 – Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.
- H31 – Identifying the physical and emotional changes that happen when approaching / during puberty.
- H32 – Identifying the importance of keeping clean and how to maintain personal hygiene.
- H33 – Understanding the human life cycle.
- R22 – Understanding privacy and personal boundaries.
- R26 – Recognising what seeking and giving permission (consent) means.
- R29 – Explaining where to get advice or report concerns if worried.
- L9 – Learning about stereotypes.