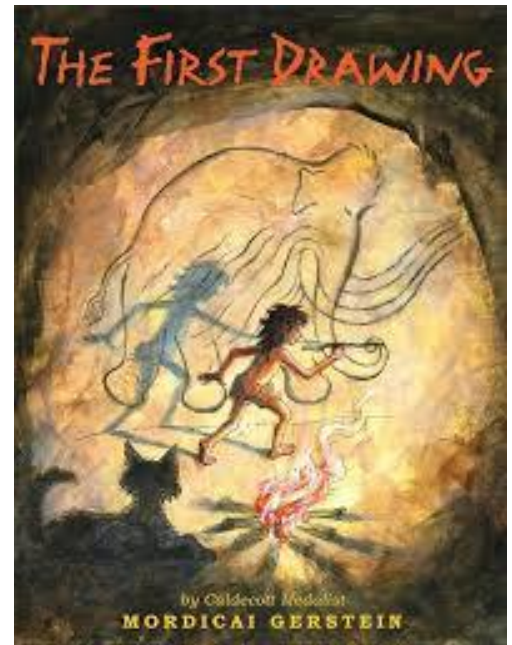


Year Three Autumn Term 1

Text: The First Drawing

Literacy Coverage: Own historical narratives

Character descriptions, diaries, recounts



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 an 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:

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

- 2.2 - 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.

Technical Knowledge

- 4.1 - I can describe the qualities of the materials and say why it will be the most suitable choice.
- 4.2 - I can join materials to make products using permanent and temporary fixings.
- 4.3 - I can combine materials to add strength.

Art:

Drawing

- 1.1 - I can look closely during observational drawing & use 'tones' that create depth (Graded pencils/charcoal).
- 1.2 - I can draw using a range of media.
- 1.3 - I can identify and draw the effect of light.
- 1.4 - I can make initial sketches as preparation for painting.
- 1.5 - I can apply a simple pattern and texture in a drawing.

Music:

Working alongside the Music Partnership

Performing

- 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.

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.

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 1 – These can be taught as discrete lessons or within the main topic area.

White Rose Maths:

Weeks 1 – 3 – Place Value

Weeks 4 - 8 – Addition and Subtraction

Science:

Materials

1. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Y3 - Rocks)
2. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks)
3. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
4. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Rocks

1. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
2. Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
3. Recognise that soils are made from rocks and organic matter.

Computing:

Purple Mash

Online Safety (Unit 3.2)

Digital Literacy

- 3.1 - I use technology respectfully and responsibly.
- 3.2 - I know different ways I can get help if I am concerned.

Coding (Unit 3.1)

Algorithms and Programming

- 1.1 - I can design a sequence of instructions, including directional instruction.
- 1.2 - I can write programs that accomplish specific goals.
- 1.3 - I can work with various forms of input.

Class Work

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.

Believing- What do different people believe about God? Christians, Hindus and Muslims

1. Describe some of the ways in which Christians, Hindus and/or Muslims describe God. (2.4)
2. Ask questions and suggest some of their own responses to ideas about God. (2.3)
3. Suggest why having a faith or belief in something can be hard. (1.3)
4. Identify how and say why it makes a difference in people's lives to believe in God. (2.1)

French:

Spoken Language

- 1.1 - I can start to speak in sentences.
- 1.2 - I can give a response using a short phrase.
- 1.4 - I can name and describe an object.
- 1.6 - I can name and describe people.

Culture

- 4.3 - I show an awareness of everyday life in France.
- 4.4 - I can identify France on a map.

RSHE:

Drug Education = Theme: Health and Wellbeing

- H4. Recognising that habits can have both positive/negative effects on a healthy lifestyle.
- H10. Understanding how medicines, when used responsibly, contribute to health.
- H38. Identifying how to predict, assess and manage risk.
- H39. Understanding what hazards may cause harm or risk and what they can do to reduce risks/keep safe.
- H40. Understanding the importance of taking medicines correctly and using household products safely.
- H41. Identifying strategies for keeping safe.
- H44. How to respond and react in an emergency situation.
- H46. Learning about the risks and effects of legal drugs common to everyday life.