SCIENCE Introducing Rocks

-**Compare** and group together different kinds of rocks on the basis of their appearance and simple properties
(Link to rocks and volcanoes (Geography)
-**Describe** and classify different types of rock.
-**Describe** and explain the differences between sedimentary and igneous rocks considering how they are formed.

Animals including humans

- 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.
-Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Scientific Enquiry

- **Ask** questions and discuss ways to find out the answers
-**Set** up their own investigations
-**Make** systematic observations and, where appropriate, take accurate measurements using a range of equipment
-**Gather,** record, classify and present data
-**Discuss** and recording findings using scientific language, drawings, labelled diagrams, keys, bar charts, and tables
-**Make** predictions.
-**Discuss** findings.

ART

- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
-Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [eg. pencil, charcoal, paint, clay]
-Taught about great artists, architects and designers in history.

A-Drawing & Painting-Van Gogh & cave art
B- Printmaking-Neil Bousfield

RE

What do Christians learn from the Creation story?
How do festivals and family life show what matters to Jewish people?

PSHE

Drug, alcohol and tobacco education: Tobacco is a drug.

• the definition of a drug and that drugs (including medicines) can be harmful to people.
• about the effects and risks of smoking tobacco and second-hand smoke.
• about the help available for people to remain smoke free or stop smoking.
Asthma lesson for Year 2, 3 or 4
• that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use.

Keeping safe and managing risk: Bullying – see it, say it, stop it.

• to recognise bullying (including online) and how it can make people feel.
• about different types of bullying and how to respond to incidents of bullying.
• about what to do if they witness bullying.

GEOGRAPHY –

Human geography and physical (revisit location, culture, connection interdependence.)

•physical geography: climate zones, biomes and vegetation belts, rivers, mountains.
•human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

HISTORY- Stone age, Bronze age, Iron age.

A focus on evidence – artefacts, burials, monuments and places.
Palaeolithic, Mesolithic and Neolithic periods
Bronze Age religion, technology and travel, for example, Stonehenge
Iron Age hill forts: tribal kingdoms, farming, art and culture
Changes within Britain from the Stone Age to the Iron Age
Key Skills: - Understanding of chronology -Continuity and Change -Historical enquiry and using historical sources -Understanding historical significance -Communicating historical knowledge and understanding -Cause and Consequence

FRENCH:

Unit 1 – Phonics
Unit 2 – I am learning French

AUTUMN TERM YEAR 3

COMPUTING

Computing systems & networks-connecting computers

•use sequence, selection, and repetition in programs, work with variables and various forms of input and output
• understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration
• 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. E-Safety

E-Safety

Creating media- Desktop Publishing

•Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
•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

PE Tennis and Football Yoga and Gymnastics

•use running, jumping, throwing and catching in isolation and in combination
•play competitive games, modified where appropriate [eg, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
•develop flexibility, strength, technique, control and balance [eg, through athletics and gymnastics]
•perform dances using a range of movement patterns
•take part in outdoor and adventurous activity challenges both individually and within a team

MUSIC

Play and perform
To sing in unison, becoming aware of pitch.
To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.
To think about others while performing.
Creating and developing musical ideas
To create simple rhythmical patterns
that use a small range of notes
To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.
To explore and comment on the ways sounds can be used expressively.
To comment on the effectiveness of own work, identifying and making improvements.
Listening and applying
To listen with attention and begin to recall sounds.
To begin to understand how different musical elements are combined and used to create an effect.
To begin to recognise simple notations to represent music, including pitch and volume.
To listen to and begin to respond to music drawn from different traditions and great composers and musicians.

DT Cooking and Nutrition **(B-What do we mean by a balanced diet?)**

•understand and apply the principles of a healthy and varied diet
•prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
•understand seasonality, know where and how a variety of ingredients are grown, reared, caught and processed.
Design •use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups •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 (e.g cutting, shaping, joining, finishing], accurately •select from, 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, consider the views of others to improve their work •understand how key events/ individuals in design and technology have helped shape the world
Technical Knowledge •apply their understanding of how to strengthen, stiffen and reinforce more complex structures •understand and use mechanical systems in their products [eg, gears, pulleys, cams, levers and linkages] •understand and use electrical systems in their products [e.g series circuits incorporating switches, bulbs, buzzers and motors]
•apply their understanding of computing to program, monitor and control their products. **(A-Textiles - How can you make a box out of cloth?)**