

Text: The Chronicle of Narnia: The Lion, the Witch and the Wardrobe
Poetry: The Magic Box
Portal story: Stone age boy
Non Chronological report: -All about the Stone Age
Explanation: How to wash a woolly mammoth.
Losing story: David's watch
Grammar: Use of a/an, commas in a list., conjunctions, inverted commas.

Light: State the difference between light sources and other shiny objects and name a number of light sources including the Sun. Notice that light is reflected from surfaces
 Recognise that they need light in order to see things and that dark is the absence of light
 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 a solid object
 Find patterns in the way that the size of shadows change.
Forces & Magnets Compare how things move on different surfaces
 Notice that some forces need contact between two 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 two poles
 Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Place Value: Count in multiples of 4, 8, 50 and 100 from 0. Find 10 and 100 more/less than a number. Identify the value of each number in a 3 digit number. Read and write number to 100 in words and numerals.
Addition and Subtraction: Add and subtract mentally: 3d – 1d, 3d –T, 3d –H. Add and subtract numbers with up to 3 digits using formal written methods. Estimate answers and use the inverse to check them. Solve missing number problems.
Multiplication and Division: Recall multiplication and division facts for 3, 4 and 8 times tables. Write and solve calculations using written methods.
Fractions: Count in tenths. Identify fractions of an amount – unit fractions.
Geometry: Draw 2D shapes. Recognise angles in a shape and turn. Identify horizontal, vertical, parallel and perpendicular lines.
Measurement: Measure, compare, add and subtract – capacity (ml/l). Measure the perimeter of 2D shapes. Calculate change. Tell and write analogue time. Know units of time – how many minutes in an hour etc. Compare/convert time. Compare duration.
Statistics: Interpret and present data using bar charts, pictograms and tables. Solve 1 step and 2 step problems – How many more?

RE: Sharing and Being Generous. Compassion, Caring for others, animals and the environment. Creating Unity and Harmony. Participating and Willing to Lead.
RE UNICEF Links Articles: 15/1714/29
PSHE: Celebrating achievements. Asking for help. Risk, danger, hazard. Different feelings. Healthy relationships.
PSHE UNICEF Links Article: 24

English

Science

Maths

UNICEF
PSHE RE
Philosophy
for Children

Year 3 Autumn 2018-2019

Title: Scavengers and Settlers

Question: How did we live?



Achieving
Excellence
Inspiring
Dreams

Art: Explore prehistoric **cave paintings**. Chn to create their own paintings using textured paper for the backdrop and oil pastels for the picture.
 Arts Week: focus on painting by Hubert Robert and the theme of 'Capriccio'
 Christmas crafts – cards and mobiles
DT: Make plain flatbread.

Art & DT

Physical Education

Computing

History

Modern Foreign Languages

Tennis: To identify and describe some rules of tennis. To serve to begin a game. To explore forehand hitting. Master basic movements including hitting, returning, moving to return.

Gym: Modify actions independently using different pathways, directions and shapes. Improve quality of movements and gymnastics actions. Relate strength and flexibility to the actions and movements. To improve sequence work—unison.

Games: Football. Show basic control skills including sending and receiving the ball. To send the ball with some accuracy to maintain possession and build attacking play. To implement the basic rules.

Games: Attack, Defend, Shoot Apply agility, balance and co-ordination to a range of ball skills. Participate in increasingly challenging games situations. Participate in team games development simple tactics for attacking and defending.

We are Programmers

*Create an algorithm for an animated scene in the form of a storyboard.
 *Break the scene down into small sections of action and dialogue.
 *Write a program in Scratch to create the animation

Esafty

Powerful Passwords
 My online community
UNICEF LINK: 8/16

1. Entry Point: **Bishops Wood Centre**
2. Knowledge Harvest: Introduce the term 'ancestor' and discuss our 'first ancestors', what they would have looked like, lived etc. **Draw image of what they think the 'first' human looked like.**
3. Discuss how we know about the past – primary/secondary sources. **Chn to create their own fossils.**
4. Study the skeleton and artefacts of a Stone Age hunter.
5. Explore settlement of Skara Brae.
6. Study Stone Age Houses and **build one of each using natural materials.**
7. Explore life in the Bronze Age and Iron Age and compare with that of the Stone Age – **create a mind map**
9. **Exit Point:** Invite parents in for 'a day in the life of a Stone Age person' – make bread, make a replica artefact

French: Introductions, greetings and saying how you are; numbers 1-20; saying how old you are; colours; family members; parts of the body – "Heads, shoulders, knees & toes"

Music

To sing songs from different countries developing tuning.
 To distinguish pulse from rhythm.
 To start to read simple time stick notation.