

| Planned half term | Year 3 | History | Design and Technology | Geography | Science | Art | French | PE | Music |
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| Autumn 1 Visit from the Ancient Technology Centre | Tribal Tales | <p>Learn about the Stone Age and it's impact on Britain</p> <p>To look at and describe ancient monuments (Skara Brae).</p> <p>·Place the time studied on a time line. Use dates and terms related to the study unit and passing of time.</p> <p>· Sequence several events or artefacts.</p> <p>· Find out about everyday lives of people in time studied.</p> <p>· Compare with our life today.</p> <p>· Identify reasons for and results of people's actions.</p> <p>·Distinguish between different sources - compare different versions of the same story.</p> <p>·Begin to use the library and internet for research.</p> | <p>To follow a Roman recipe</p> <p>To design and make a shield</p> <p>To design and make a Stone Age dwelling.</p> <p>· Generate, develop and explain ideas for products to meet a range of needs.</p> <p>·Plan what they are going to do.</p> <p>·Communicate design ideas in different ways.</p> <p>·Identify how the finished product will look.</p> <p>·Reflect on their progress, identifying ways they could improve their products.</p> | <p>To find out about the similarities and differences between Italy and UK.</p> <p>Use maps of UK to locate significant landmarks.</p> <p>To know about Stonehenge</p> <p>·Use maps to locate countries of Europe.</p> <p>·Compare physical and human features. Identify main trade and economy.</p> <p>Locate places in the world where stone age dwelling were (Stonehenge / Skara Brae)</p> | <p>To name the three main types of rock.</p> <p>To explain how rocks are formed.</p> <p>To identify the main characteristics of certain rock types.</p> <p>·Understand the different causes of volcanoes and the process that occurs before a volcano erupts.</p> <p>Draw diagrams, produce writing and use the correct vocab for each stage of the volcanic eruption.</p> <p>·Ask and answer questions about a volcanic eruption.</p> <p>·Discuss how volcanoes effect human life.</p> | <p>To explore patterns and shapes of Cave Painting</p> <p>HOOK: To design and create a charcoal / chalk animal art</p> <p>· To control a pencil with increasing confidence.</p> <p>·To shape, form, model and construct from observation.</p> <p>·To create repeating patterns.</p> <p>· To explore their own ideas.</p> <p>· To adapt and improve their work.</p> | <p>·Listen and show understanding by joining in and responding.</p> <p>·Use songs and rhymes to link spelling patterns and sounds.</p> <p>·Ask and answer questions, express opinions, respond, speak in sentences.</p> | <p>Tag rugby</p> <p>Handle a rugby ball with confidence</p> <p>Evade attackers using footwork and body control</p> <p>Link skills to perform as a team in attack</p> <p>Use basic game principles of tag rugby and play within simpler rule</p> <p>Forest School</p> <p>To cooperate in social groups.</p> <p>Compromise to work towards a common goal.</p> <p>Use of tools inc sheath knife, junior saw, long-handled loppers, peelers and hand drill.</p> <p>Build natural shelters using various materials.</p> <p>Collect fire wood to build a fire.</p> <p>Invasion games.</p> | <p>To recognise famous classical music.</p> <p>To name a classical composer (Beethoven)</p> <p>Moonlight Sonata - Beethoven</p> <p>Fur Elise</p> |

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| <div>Autumn 2</div> <div>Visit from a trauma nurse</div> | Rattle those bones | <p>To know that many animals have skeletons that support their body, help them move and protect their vital organs.</p> <p>To name major bones of the human body.</p> <p>To know that joints are where two or more bones meet.</p> <p>·identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>· 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</p> | <ul style="list-style-type: none"> Generate, develop and explain ideas for products to meet a range of needs Plan what they are going to do Communicate design ideas in different ways (e.g verbally, pictorially) <p>Identify how the finished product will look</p> | <p>To know some traditional Christmas carols.</p> <p>· Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>♣ listen with attention to detail and recall sounds with increasing aural memory</p> <p>♣ use and understand staff and other musical notations</p> | <p>To know how to use Google safely as a search engine.</p> <p>I can save and retrieve work on the internet, the school network or my own device</p> <p>I can use search tools to find and use an appropriate website.</p> <p>I can recognise websites and games appropriate for my age</p> | <p>To find out about the life and work of Edvard Munch</p> <p>To control a pencil with increasing confidence.</p> <p>To draw whole sketches.</p> <p>To experiment with different types of line to create a composition (thick and thin, wavy and curved) looking closely at the type of line to fit the form.</p> | <p>·Listen and show understanding by joining in and responding.</p> <p>·Use songs and rhymes to link spelling patterns and sounds.</p> <p>·Ask and answer questions, express opinions, respond, speak in sentences</p> | <p>Dance To learn a simple barn dance and name common dance moves.</p> <p>Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies</p> <p>Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance.</p> <p>Tag rugby To know the rules of tag rugby</p> <p>Handle and pass a rugby ball with confidence</p> <p>Confidently evade attackers using footwork and body control</p> <p>Link skills to perform as a team in attack</p> <p>Use basic game principles of tag rugby and play within simpler rule</p> | N/A for this topic |