



Year Group: 3

Term: Autumn 2

Subject	Learning
History	<p>Changes in Britain from The Stone Age to The Iron Age</p> <ul style="list-style-type: none"> • Use an increasing range of common words and phrases relating to the passing of time. • Describe changes in Britain from the Stone Age to the Iron Age. • Trip to Flag Fen for Archaeological dig. • Pupils can begin to understand life in Britain from the Stone Age to the Iron Age. Pupils learn how we can find out about pre-historic Britain. <p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Children can begin to understand the concept of change over time using evidence. • Children can begin to use a range of evidence to ask and answer questions about the past and suggest suitable sources of evidence. • Pupils begin to understand the difference between a primary and a secondary source of evidence. <p>World History Places</p> <p>Children can begin to understand how places within Britain have changed from the Stone Age to the Iron Age.</p> <p>Understanding Chronology</p> <ul style="list-style-type: none"> • Pupils can begin to place events, artefacts and historical figures on a timeline using dates. • Children can begin to use dates and describe periods of time. • Children realise that the past can be split into different periods of time and begin to use the correct historical terms. <p>Key Vocabulary Source, evidence, enquiry, ancient, culture, society, a long time ago, timeline, Stone Age, Skara Brae, ancestors, era, tools, weapons, archaeologist, Bronze Age, trade, travel, metal work, Beaker people, settlement, Iron age, conquest, Celts, legacy, roundhouses, tools, weapons</p>
Geography	<p>Taught in Autumn 1</p>
MFL	<p>I Am Learning French – the same as Autumn 1</p> <ul style="list-style-type: none"> • Start to work on our memory skills so language is remembered after the lesson. • Learning to look for ‘cognates’ (words similar to the English e.g. bleu for blue) first and associating words and phrases to images to help.
Art	<p>Taught in Autumn 1</p>
RE	<p>Christianity</p> <ul style="list-style-type: none"> • What do Christians mean when they talk about the Kingdom of God? <p>Key Vocabulary kingdom, parables, Lord's Prayer,</p>
Science	<p>Forces and Magnets</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> ● 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. <p>Key Vocabulary force, contact, surface, magnetic, attract, repel, poles</p>
Working Scientifically	<ul style="list-style-type: none"> ● Asking relevant questions and using different types of scientific enquiries to answer them. ● Setting up simple practical enquiries, comparative and fair tests. (TAPS ‘Plan’ – Testing the strength of magnets) ● Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. ● Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. ● Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. ● Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. ● Identifying differences, similarities or changes related to simple scientific ideas and processes. (TAPS ‘Review’ – Balloon Rockets) ● Using straightforward scientific evidence to answer questions or to support their findings (TAPS ‘Review’ – Balloon Rockets) <p>Key Vocabulary changes, data, contrast, evidence, improve, interpret research , equipment – thermometer</p>
PE	<p>Dance</p> <ul style="list-style-type: none"> ● Copy, remember and perform a dance phrase. ● Create short dance phrases that communicate an idea. ● Use canon, unison and formation to represent an idea. ● Match dynamic and expressive qualities to a range of ideas. ● Use counts to keep in time with a partner and group. <p>Key vocabulary Canon, extend, formation, explore, feedback and interact.</p> <p>School games value: honesty</p>
PE with Total Sports	<p>Yoga</p> <ul style="list-style-type: none"> ● Complete balances with increasing stability, control and technique. ● Demonstrate some strength and control when taking weight on different body parts for longer periods of time. ● Demonstrate increased flexibility and extension in their actions. ● Choose actions that flow well into one another both on and off apparatus. <p>Key vocabulary Flow, explore, create, matching, interesting, control and contrasting.</p> <p>School games value: honesty</p>
Computing	<p>Switched On Computing 3.3 – We are presenters - edited videos with green</p>

	<p>screen on the device.</p> <ul style="list-style-type: none"> gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing edit video, including editing clips by setting in/out points create a video applying their knowledge of framing, trimming and green screen. <p>Key Vocabulary framing, landscape, edit, trim, green screen</p> <p>Teach Computing Networking and Computer Systems focus: Discuss the inputs and outputs of a digital camera whilst they are in use.</p> <p>Key Vocabulary input, output, purpose</p> <p>E-safety Pixl ESafety lessons Session 2 Being SMART with a heart</p>
Music	<p>Title of unit: Glockenspiel Stage 1 Style of main song: N/A Unit theme: Exploring and developing playing skills Performance focus: Play their own compositions.</p> <p>Listening: Know the difference between pulse and rhythm. Learn to play and read: -the notes C, D, E + F. -the tunes Easy E, Strictly D, Play Your Music, Drive, Dee Cee’s Blues, What’s Up, D-E-F-initely, Roundabout, March Of The Golden Guards, Portsmouth. Improvise: with Dee Cee’s Blues using the notes C + D. Compose: Using the notes C, D, E + F.</p> <p>Key Vocabulary pulse, rhythm, pitch, compose, improvise, perform, audience, melody, dynamics, tempo, texture, structure.</p>
<p>PSHE and RSE</p> <p>(highlighted objectives are statutory)</p>	<p>ANTIBULLYING DAY Managing hurtful behaviour and bullying</p> <ul style="list-style-type: none"> R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour <p>respecting self and others</p> <ul style="list-style-type: none"> R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online <p>Media Literacy & digital resilience</p> <ul style="list-style-type: none"> L11. recognise ways in which the internet and social media can be used both positively and negatively <p>Key Vocabulary bullying, respectful, impact</p>
DT	Food Technology – wraps

	<ul style="list-style-type: none"> ● Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world ● Know that a healthy diet is made up from a variety and balance of different food and drink ● that to be active and healthy, food and drink are needed to provide energy for the body ● Know to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source ● carefully select ingredients ● make product look attractive ● grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking <p><u>Key Vocabulary</u></p> <p>name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet</p>
British Values	<p>Friendship</p> <ul style="list-style-type: none"> ● Understanding the qualities of being a fantastic friend <p>Resilience</p> <ul style="list-style-type: none"> ● ‘The Swallow’s story’ of resilience. How can we be more resilient? <p>Tolerance and respect</p> <ul style="list-style-type: none"> ● The Christian celebration of Christmas
SMSC	<p>Nativity performance:</p> <ul style="list-style-type: none"> ● Christmas story, performing at the church. Discuss and reflect upon Christian beliefs.