



Autumn Term	
Religious Education	<p><u>The Christian Family</u></p> <ul style="list-style-type: none"> • Can I ask and answer questions about family life? • Can I recognise that we all belong in a family? • Can I answer the question ‘Why should we say thank you for our families?’ in the form of a prayer? • Can I demonstrate my understanding of Christian life in my area? Can I ask and respond to questions about Christian life? • Can I retell the story of Jesus’ baptism through descriptive role play? • Can I make links between our families as our gifts from God and what they provide to us? • Can I ask and answer questions about being a Godparent? • Can I describe some ways in which baptismal promises are lived on by our Godparents? <p><u>Mary, Mother of God</u></p> <ul style="list-style-type: none"> • Can I retell the story of the Annunciation that is accurate in its sequence and that corresponds to the scripture source used? • Can I express a preference about which visual source best represents the Annunciation? • Can I retell the Visitation story through role play, accurately identifying links to scripture? • Can I describe, with increasing detail, symbols of Advent and recognise their importance? • Can I retell the story of the Shepherds Visit including key information and sequencing in chronological order?
Collective Worship	Ten:Ten
English -Reading	<p>Guided Reading text – The Iron Man by Ted Hughes Class Reading book – Stone Age Boy by Satoshi Kitamura Focus: Can I develop positive attitudes to reading, and an understanding of what I read, by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, • reading books that are structured in different ways and reading for a range of purposes, • using dictionaries to check the meaning of words that I have read, • Identifying themes and conventions in a wide range of books.

	<p>Can I understand what I read, in books that I can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to me, discussing my understanding, and explaining the meaning of words in context, • asking questions to improve my understanding of a text, • Retrieve and record information from non-fiction texts.
English-Writing	<p>Genre Focus:</p> <ul style="list-style-type: none"> • Character Descriptions, • Setting Descriptions, • Diary entries, • Letter writing, • Story writing, • Poetry
English-EPGS	<p>Autumn Focus:</p> <ul style="list-style-type: none"> • Adjectives • Noun Phrases • Commas • Prepositions • Fronted Adverbials • Coordinating and Subordinating Conjunctions
Maths	<p><u>Please see hyperlinks</u></p> <p>Number: Place Value - https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-3-Autumn-Block-1-Number-Place-Value.pdf</p> <p>Number: Addition and Subtraction - https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-3-Autumn-Block-2-Number-Addition-and-Subtraction.pdf</p> <p>Number: Multiplication and Division - https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-3-Autumn-Block-3-Number-Multiplication-and-Division.pdf</p>
Science	<p>Animals including Humans</p> <ul style="list-style-type: none"> • Can I explain how living things obtain food? • Can I state why animals, including humans, need the right type of nutrients? • Can I identify that humans and some other animals have skeletons by investigating skeleton types? • Can I sort animals based on their skeletons? • Can I identify that humans and some other animals have skeletons by identifying parts of the skeleton? Can I identify and name bones? • Can I identify and explain the three main functions of a skeleton? • Can I explain why we need muscles to move?

	<ul style="list-style-type: none"> • Can I set up a simple practical enquiry in the context of investigating pairs of muscles? Can I record my findings? <p>Forces and Magnets</p> <ul style="list-style-type: none"> • Can I notice that some forces need contact between two objects? • Can I compare how things move on different surfaces? • Can I notice that magnetic forces can act a distance to attract some materials and not others? • Can I sort magnetic and non-magnetic materials? • Can I observe how magnets attract or repel each other and attract some materials? • Can I investigate the strength of magnets? • Can I observe how magnets attract some materials?
Art	<p>Stone Age Art</p> <ul style="list-style-type: none"> • Can I research and learn about the significance of Stone Age cave art? • Can I research and compare the media and materials used in comparison to what we use today? • Can I study a piece of Stone Age Cave art to uncover its meaning? • Can I create my own Stone Age Cave art using authentic Media? • Can I create my own Stone Age Cave art using modern Media? • Can I compare and evaluate which media worked in the best way?
Computing	<p>Coding</p> <ul style="list-style-type: none"> • Can I review coding vocabulary from KS1? • Can I design and write a programme that simulates a physical system? • Can I introduce selection in programming and combine a timer? • Can I understand what a variable is in programming and use this to create a timer? • Can I create a program with an object that repeats actions indefinitely and use a timer to repeat actions? • Can I understand what debugging means and why it must be done? • Can I debug simple programmes? <p>Online Safety</p> <ul style="list-style-type: none"> • Can I know what makes a safe password, how to keep a password safe and the consequences of giving your passwords away? • Can I understand how the internet can be used to help us to communicate effectively? • Can I understand how a blog can be used to help us communicate with a wider audience? • Can I consider if what I read on websites is always true and think about why 'spoof' sites might exist and how to check if they are accurate?

	<ul style="list-style-type: none"> • Can I learn about the meaning of age restriction symbols on digital media and devices and discuss why PEGI restrictions exist? • Can I understand where to turn for help if I see inappropriate content or have inappropriate contact from others?
Design and Technology	<p><u>Stone Age</u></p> <ul style="list-style-type: none"> • Can I use research to develop a design for a model stone circle? Can I discuss and sketch my design? • Can I choose appropriate materials according to their functions to make my stone circle? • Can I evaluate my product and consider the views of others to improve my work? • Can I understand how key events and individuals in design and technology have helped shape the world?
Geography	N/A
History	<p><u>Changes in Britain from The Stone Age to The Iron Age</u></p> <ul style="list-style-type: none"> • Can I create a timeline of historical events including The Stone Age, The Bronze Age and The Iron Age? • Can I plot Stone Age sites in Britain on a UK map and understand their significance? (Ongoing – revisit for Bronze Age and Iron Age.) • Can I elaborate on my understanding of The Stone Age by describing the Palaeolithic era through word etymology? • Can I show an understanding of what ‘Doggerland’ was and why it was significant to this period of time? • Can I recognise the similarities and differences between each era of The Stone Age? • Can I refer to my knowledge of the Mesolithic cave paintings to create my own? Can I explain what the significance of each drawing would have been for this era? • Can I summarise the use of technology in the Neolithic era using key vocabulary and facts? • Can I ask perceptive questions about Neolithic life, as well as using prior knowledge to answer these? • Can I begin to acquire knowledge on the Bronze Age and compare this to the Stone Age, identifying similarities and differences? • Can I describe the importance of Stone Circles? Can I recognise the changes and continuity of them from the past to present day? • Can I acquire my own information of the Beaker people using computing resources and explain their importance to a friend? • Can I summarise the tools, beliefs and key aspects of the Bronze Age using evidence to support? • Can I identify key information about the Iron Age?

	<ul style="list-style-type: none"> • Can I use my knowledge of The Stone Age, The Iron Age and The Bronze Age to compare the way they lived?
<p>Languages (Spanish)</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> • Can I say hello, goodbye and tell someone my name in Spanish? • Can I introduce myself in basic terms? • Can I ask someone their name and age? Can I say my age? • Can I say who someone is? • Can I recognise a question? <p>Autumn 2</p> <ul style="list-style-type: none"> • Can I issue basic commands? • Can I ask someone how they are and say how I am (feelings)? • Can I use low numbers? • Can I say where things are? • Can I name colours, ask the colour of something and say what colour something is? • Can I ask what something is and say what something is? • Can I count to ten and count objects?
<p>Music</p>	<p><u>Singing</u></p> <ul style="list-style-type: none"> • Can I use the correct posture, breathing and diction when singing? • Through singing, can I develop: - an accuracy of pitch - an awareness of shape of melody and phrasing - character and style - a knowledge of structure – verse and chorus, call and response • Can I sing a variety of styles of songs? • Can I sing in two parts – as a round or in a harmony? <p><u>Playing an instrument:</u></p> <ul style="list-style-type: none"> • Can I learn how to look after an instrument and maintain it to a good standard? • Can I learn good posture and basic playing technique? • Can I play a steady beat in a group or independently? • Can I play melodies using a small range of notes? • Can I copy a short melodic phrase by ear?

	<ul style="list-style-type: none"> • Can I maintain a rhythmic or melodic ostinato? • Can I follow symbols or notation for rhythm and pitch? • Can I learn to control the instrument to produce contrasting dynamics? • Create and develop musical ideas? • Can I explore different sounds the instrument can make? • Can I compose actions and/or words to songs? • Can I explore how different musical elements can tell a story, paint a picture or create a mood? • Can I play instruments and sing using 'call and response' and 'question and answer'? • Can I develop improvising skills using rhythms and/or pitch? • Can I create and play an ostinato or simple rhythmic accompaniment and play with a melody? • Can I recognise patterns and repetition in pieces or songs?
P.E.	<p><u>Circuit Training:</u></p> <ul style="list-style-type: none"> • Can I travel in a variety of different ways? • Can I change the direction, level or speed of travel? • Can I use a range of ball control skills? • Can I control movement using balance and coordination? • Can I use a range of movement skills in a circuit of activities? • Can I compare performances with previous ones and demonstrate personal improvement?
Personal, Social and Health Education	<p>1 Decision</p> <ul style="list-style-type: none"> • Keeping/Staying Safe • Keeping/Staying Healthy • Growing and Changing