

Maths

INSPIRE Maths

See Long & Medium Term Planning

Science

Children will continue to develop their working scientifically skills, demonstrating they are able:

To generate ideas and ask questions / To investigate, observe and record / To conclude ideas and concepts

To evaluate

Plants

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.

Investigate the way in which water is transported within plants.

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

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.

English

Children will cover a range of genres linked to coal mining focusing on our reading and writing assessment framework objectives.

Key Texts — see Medium Term Plan

History

Children will continue to develop key historical skills:

To investigate and interpret the past / To build an overview of world history / To understand chronology / To communicate historically

Children will learn about the different civilisations from over 2000 years ago comparing them to life today and how farming was a key change in how people lived. Children will focus on Skara Brae and Stone Henge and study the significance of these and what this tells us about life in the past.

Geography

Children will continue to develop key geographical skills:

**To investigate places / To investigate patterns
To communicate geographically**

Children will investigate places, locating European countries and other geographic zones of the world, linked specifically to the Bronze and Iron age settlements. Children will identify physical and human features of places and how land was used because of these features. Children will draw comparisons with land use today, investigating their own local area as well as places world wide.

“All things are possible...”

Year 3 Autumn Term Curriculum Map

Over 2000 years ago...

DT

Children will continue to develop their designing skills:

**To master practical skills / To design, make, evaluate and improve /
To take inspiration from design throughout history**

Children will work with textiles to design and recreate products for purpose eg. container/holder/bag to keep treasure/artefact safe. Children should begin to develop skills to join textiles with appropriate stitching and design ways to decorate final pieces.

RE

Thematic unit

What are the deeper meanings of festivals?

Christianity

What is like to follow God?

Modern Foreign Languages

Spanish

<https://www.lightbulblanguages.co.uk/resources-pr-sp.htm#sow>

Art

Children will continue to develop their artistic skills:

To develop ideas / To master techniques / To take inspiration from the greats (classic and modern)

Children will study a range of Stone Age artwork as inspiration when designing and recreating their own pieces. Children will develop sketching and shading techniques and use paints to create washes of colour and develop layers in their pieces.

Key Artists: Walls of Lascaux, Aboriginal art

Key Mediums: Painting, Drawing

PE

Net and Wall games

(Tennis)

Dance

(Liturgical Dance)

Personal Development

Families and People who care for me

Caring Friendships

Basic First Aid

Children will learn:

1. That their actions affect themselves and others.
2. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.
3. To give feedback and support to benefit others as well as themselves.

Computing

Children will continue to develop their computing skills:

Understanding and creating algorithms / Digital content and the internet / Understanding the application of ICT / E-safety and appropriate use

Children will develop their understanding of coding by describing simple algorithms and begin to identify when they need to debug them. Children will begin to understand how to organise and search data in ready-made databases. Children will continue to develop their understanding of the online world, internet safety and behaviour online.

Key Applications/ Programmes: Bee Bot / Daisy Dinosaur / Scratch Jr

Music

Children will continue to develop their musical skills:

To perform / To compose / To transcribe

To describe music

Children will study local music past and present, composing, performing and evaluating their own work and others.

DT
Textiles
seam
seam allowance
stitching
decorate
textiles
artefact
software
product design
efficiency
disassemble

Science	
Plants	Animals Including
roots	healthy
stem	nutrients
leaves	energy
flowers	saturated fats
nutrients	unsaturated fats
evaporation	carbohydrates
pollinators	protein
petals	fibre
fertilisation	fats
stamen	vitamins
anther	minerals
carpel	water
sepal	vertebrates
style	invertebrates
ovary	muscles
pollination	tendons
seed dispersal	joints

Maths
INSPIRE MATHS
PLEASE SEE INSPIRE MATHS WORD LIST

English
PLEASE SEE NATIONAL CURRICULUM APPENDIX 2 VOCABULARY, GRAMMAR AND PUNCTUATION

P.E	
Dance	Net & Wall Games
dance	throw
plan	catch
perform	control
improvise	awareness of space
improve	support
rehearse	opposition
still	strike and field
move	accuracy
control	rules
step	possession
rhythm	forehand
direction	backhand
space	court
speed	racket
position	serve

Art
Painting & Drawing
colour
texture
pattern
line
watercolour
wash
foreground
hatching
crosshatching
tone
sketch
annotate
shading
shadow

"All things are possible..."

Year 3 Key Vocabulary

RE
people of God
Noah
covenant
promises
wedding
Festival
Christian
baptism
charity
creation
universe
commandments
sin

History	
chronological order	archaeology
era/period	sources
C.E (Before the Common Era)	importance
B.C (Before Christ)	significance
A.D (Anno Domini)	legacy
millennium	impact
thousands of years	effects
Stone Age	reason
Iron Age	first hand evidence
Celts	second hand evidence
Neolithic	Skara Brae
Bronze Age	hunter-gatherer
primitive	religion spirits
source	Stonehenge
smelting	hillfort
druid	sacrifice
borer	Britons
domesticate	nomad/nomadic
	civilisation
	archaeologist
	artefact
	source

Personal Development	
boredom	rejected
adapt	left out
anticipation	gifts
resentment	talents
excitement	rights
frightened	responsibility
anxious	helpful
nervous	hopeful
making a plan	thoughts
belonging	scared
excepted	relationships
bully	trusted adult
respect	sad
worried	scared
yucky feelings	tell a trusted grown up
say no and walk away	

Geography	
United Kingdom	settlement
Europe	community
Continent	landscape
North	cliff
South	ocean
East	fieldwork
West	sketch
valley	polar
vegetation	longitude
soil	climate zone
peat	tropical
transport [carry]	environment
weather	map
equator	Atlas
latitude	country
Physical	mountain
country	maps
human	atlas
	globes

Music
ostinato
rhythm
beat
duration
structure
melody
perform
pitch
solo
tunefully
ensemble/solo
pitch
tune
phrases
stave
texture
silence
mood
accompaniment
dynamic
notes
round

Computing		
open-ended problems	save	logic
problem	retrieve	evaluation
program	network	patterns
command	device	decomposition
instructions	computer	tinkering
debug	online	creating
test	communicate	hardware
algorithm	email	technology
predict	social media	online bullying
data	mouse	evaluate
database	keyboard	internet
question	monitor	simplify
branching database		sequence
information		

- Please note these lists are not exhaustive or definitive and provide only a guide to key vocabulary that will be covered in each year group.
- Key vocabulary will be revisited from previous year groups