

Maths

INSPIRE Maths

See Long & Medium Term Planning

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.

DT

Children will continue to develop their designing skills:

Children will continue to develop their design and technology skills:

To design, make and evaluate products whilst developing their technical knowledge

Children will study **cooking and nutrition**—exploring ,designing, making and evaluating new recipes/meals based on different dietary needs.

Personal Development

Rights and Responsibilities

Friendships

Personal Safety

Mutual Respect and Tolerance

Managing Hurtful Behaviour and Bullying

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 stone, bronze & iron age focusing on our reading and writing assessment framework objectives.

Key Texts — see Medium Term Plan

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.

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 creates washes of colour and develop layers in their pieces.

Key Artists: Walls of Lascaux, Aboriginal art

Key Mediums: Painting, Drawing

Music

Children will continue to develop their musical skills:

Singing, Listening, Composing, Performing

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

“All things are possible...”

Year 3 Autumn Term Curriculum Map

Over 2000 years ago...

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>

PE

Net and Wall games

(Tennis)

Dance

(Liturgical Dance)

Computing

Children will continue to develop their computing skills:

Programming and Coding, Creating Digital Content, Technology in our Lives, Online 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: Probots, Scottie Go, Beebots, Scratch It

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

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

Maths
INSPIRE MATHS
PLEASE SEE INSPIRE MATHS WORD LIST

English
PLEASE SEE NATIONAL CURRICULUM APPENDIX 2 VOCABULARY, GRAMMAR

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

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

“All things are possible...”

Year 3 Key Vocabulary

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

Geography	
United Kingdom Europe Continent North South East West valley vegetation soil peat transport [carry] weather equator latitude Physical country human	settlement community landscape cliff ocean fieldwork sketch polar longitude climate zone tropical environment map Atlas country mountain maps 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 problem program command instructions debug test algorithm predict data database question branching database information	save retrieve network device computer online communicate email social media mouse keyboard monitor	logic evaluation patterns decomposition tinkering creating hardware technology online bullying evaluate internet simplify sequence

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

- 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