

Area of Learning: Science

Animals

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.

Rocks

compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

describe in simple terms how fossils are formed when things that have lived are trapped within rock

recognise that soils are made from rocks and organic matter.

Working scientifically

use different types of scientific enquiries to answer questions

set up simple practical enquiries, comparative and fair tests

make systematic and careful observations and using a range of equipment

gather, record, classify and present data in a variety of ways to help in answering questions

report on findings from enquiries

use results to draw simple conclusions

use evidence to answer questions or to support their findings

Y3 Stone Age

WOW
Creswell
Crags

Area of Learning History :

explain changes from the Stone age to the Iron Age

describe late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

explain Bronze Age religion, technology and travel, for example, Stonehenge

identify Iron Age hill forts: tribal kingdoms, farming, art and culture

note connections, contrasts and trends over time and develop the appropriate use of historical terms

address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance

understand how our knowledge of the past is constructed from a range of sources

develop a chronologically secure knowledge and understanding of British and world history

Area of Learning Art – Cave Drawing

create sketch books to record their observations and use them to review and revisit ideas

improve their mastery of art and design techniques, including drawing, painting with a range of materials: pencil, charcoal, paint, clay

research and discuss art from cave drawings and art inspired by them throughout history

Area of Learning DT – Moving Monsters

use research and develop design criteria to inform the design of innovative, functional models

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes

select from and use a wider range of tools and equipment to perform practical tasks

select from and use a wider range of materials and components according to their functional properties

investigate and analyse a range of moving designs

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

understand how key events and individuals in design and technology have helped shape the development of equipment we use today.

apply their understanding of how to strengthen, stiffen and reinforce more complex structures to make them functional

Area of Learning: Geography – Settlements of Stone Age and Iron Age people

extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe.

explore the location and characteristics of a range of the world's most significant human and physical features – Stonehenge, Creswell Crags

locate relevant countries, using maps to focus on key physical and human characteristics

explain human geography, including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water

use maps, atlases and globes to locate countries and describe features studied

Area of Learning: P.E. Field games, Dance and Gymnastics

use running, jumping, throwing and catching in isolation and in combination

Prepare to play competitive games through developing passing and receiving skills

develop flexibility, strength, technique, control

perform dances using a range of movement patterns

compare their performances with previous ones and demonstrate improvement to achieve their aims

Area of Learning: Music –Animal Magic and Developing Skills

use their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes

listen with attention to detail and recall sounds with increasing aural memory

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.

Areas of learning: Computing**We are programmers:**

- Create an algorithm for an animated scene in the form of a storyboard
- Write a program in Scratch or Purplemash to create the animation
- Correct mistakes in their animation programmes

We are bug fixers:

- Develop a number of strategies for finding errors in programmes
- Build up resilience and strategies for problem solving
- Increase their knowledge and understanding of Scratch and Purplemash
- Recognise a number of common types of bug in software

Areas of learning: PSHE**Me and My Relationships****Liking and Loving**

To know how to have a good relationship

To know how to make a friend feel valued

How do we care for people

To know their right to be cared for and the importance of caring for others

To have the ability to take some responsibility for others in the community

Feelings, moods and boredom

To know how to talk about feelings especially when your relationships change

To recognise and be able to control the feelings of jealousy

British Values - democracy**Class rules and laws**

Help children to express their views

Area of learning: Modern Foreign Languages - French

Listen attentively to spoken language and show understanding by joining in and responding

Listen and respond to simple rhymes and songs

Recognise and respond to sound patterns and words

Perform simple communicative tasks using single words, phrases and short sentences

Listen attentively and understand instructions, everyday classroom language and praise words

Recognise some familiar words in written form

Make links between some phonemes, rhymes and spellings, and read aloud familiar words

Experiment with the writing of simple words

Locate country/countries where the language is spoken

Identify social conventions at home and in other cultures

Areas of learning: RE

Does joining the Khalsa make a person a better Sikh?

Learning to understand the reasons why a Sikh may join the Khalsa.

Has Christmas lost its true meaning? Learning about the true meaning of Christmas to Christians.