



Year 3 – Autumn Term Rock On

| Subject | Autumn 1 | Autumn 2 |
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| History | First Britons | |
| | <p><u>Build an overview of world history</u> Give a broad overview of life in Britain from periods of history studied.</p> <p><u>Understand chronology</u></p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. | |
| | Resources | |
| | <ul style="list-style-type: none"> • http://www.twinkl.co.uk/resource/t2-h-4183-stone-age-planning-overview • https://www.tes.com/teaching-resource/stone-age-to-iron-age-and-roman-invasion-6416009 (Lots of resources!) • http://www.twinkl.co.uk/resource/t2-h-4645-stone-age-to-iron-age-display-pack • http://www.teachingideas.co.uk/subjects/the-stone-age | |
| Geography | | Angry Earth |
| | | <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Describe key aspects of: Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle <p>Geographical skills and fieldwork.</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. <p>Location knowledge</p> |

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| | | <ul style="list-style-type: none"> Name and locate the equator, Northern Hemisphere, Southern Hemisphere. Describe some of the characteristics of these geographical areas. <p>Place Knowledge</p> <ul style="list-style-type: none"> Describe geographical similarities and differences between countries studied. |
| | | Resources |
| | | <ul style="list-style-type: none"> https://www.tes.com/teaching-resource/ks2-geography-volcanoes-6356658 http://www.twinkl.co.uk/resources/ks2-mountains-and-volcanoes/1 https://www.hamilton-trust.org.uk/browse/theme/upper-key-stage-2/block-d-volcanoes/109642 |
| Science | To work scientifically | |
| | <ul style="list-style-type: none"> Ask relevant questions. Set up simple practical enquiries and comparative and fair tests. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. Identify differences, similarities or changes related to simple, scientific ideas and processes. Use straightforward, scientific evidence to answer questions or to support their findings. | |
| | Rocks | Forces and Magnets |
| | <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their simple, physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. Recognise that soils are made from rocks and other organic matter Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. | <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. Compare how things move on different surfaces Describe magnets as having two poles Notice that some forces need contact between two objects and some forces act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. |

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| | <ul style="list-style-type: none"> Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). <p>Needs to be added to FLIC</p> | <ul style="list-style-type: none"> Predict whether two magnets will attract or repel each other depending on which way poles are facing |
| Art | Skills progression: Drawing (pencil) | |
| | <ul style="list-style-type: none"> Experiment with the potential of various pencils Close observation Draw both the positive and negative shapes Initial sketches as a preparation for paintings Accurate drawings of people – partially faces | |
| | Fossil Collage/ Still life drawing (Cezanne) | |
| | <ul style="list-style-type: none"> Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. | |
| DT | | Volatile volcano |
| | | <ul style="list-style-type: none"> Creating an effective and realistic design Developing techniques required to succeed Disassembling articles from the real world Evaluate the journey and evaluating it to others Realising designs using technical knowledge |

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| | | | Resources | |
| R.E. | Remembering – Focus on Sikhism | | | |
| | <ul style="list-style-type: none"> • compare the experiences of different people participating in a religious festival or celebration • describe the ways in which people of faith have demonstrated forgiveness and reconciliation • explain how personal symbols and artefacts relate to religious beliefs • consider the positive aspects of participating in religious celebrations • recognise situations where they need to forgive or be forgiven and ways they might enable this to happen • consider why personal artefacts are meaningful | | | |
| SMCS | <ul style="list-style-type: none"> • SMSC runs through all areas of the curriculum. Themes such as anti-bullying week, E-safety week. Personal safety, Stranger Danger. • Assemblies to have a SEAL theme that is reflected through whole school approach. | | | |
| P.E. | Gymnastics | Fitness and Agility | Athletics | Invasion games |
| | <p>Plan, perform and repeat sequences.</p> <ul style="list-style-type: none"> • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. | <ul style="list-style-type: none"> • Run over a longer distance, conserving energy in order to sustain performance. • Sprint over a short distance up to 60 metres. • Compete with others and aim to improve personal best performances. | <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). | <p>Throw (pass) and catch with control and accuracy.</p> <ul style="list-style-type: none"> • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). |

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| | <ul style="list-style-type: none">• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.• Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).• Swing and hang from equipment safely (using hands). | | <ul style="list-style-type: none">• Throw with accuracy to hit a target or cover a distance.• Jump in a number of ways, using a run up where appropriate.• Compete with others and aim to improve personal best performances. | <ul style="list-style-type: none">• Pass to team mates at appropriate times.• Lead others and act as a respectful team member. |
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