

SCIENCE

ROCKS

Pupils should be taught to:

- 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.

Work scientifically

Observe rocks

Explore

- how and why rocks might have changed over time.
- how fossils are formed.
- different soils and identify similarities and differences between them.

Identify and classify

- whether they have grains or crystals,
- whether they have fossils in them.

Research and discuss the different kinds of living things whose fossils are found in sedimentary rock.

Investigate

- What happens when rocks are rubbed together.
- How does the size of particles affect the flow rate of water through a funnel?
- Which soil is best for seed germination?

Example Activities

Which is the hardest rock?

Examine rocks and soils with lenses and microscopes.

Discuss, sort and group rocks

Take rubbings of different rocks.

Put different rocks into water to see how the water level changes.

Shake different soils in a transparent screw top plastic container and leave them to stand to reveal the contents in layers.

PHYSICAL EDUCATION

Gymnastics

Children will develop flexibility, strength, technique, control and balance.

COMPUTING

CONTROL OBJECTIVES – building a robotics crocodile from the Nile (humanities)

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

E-safety Sessions Objective.

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Blogging / Data Handling and Publishing delivered though day to day teaching of Literacy and Numeracy.

AUTUMN 2 YEAR 3

OUR WONDERFUL WORLD

ARTS

Drama (45 mins)

- To speak audibly, making meaning explicit
- Work together as a group and interact with one another
- Begin to improvise
- Develop characters and roles

Begin to identify drama techniques used to interest an audience

English Folk Song (45 mins)

- Recognise and use steps and leaps in pitch
- Play rhythmic patterns and identify strong and weak beats
- Change dynamics gradually
- Change tempo gradually
- Recognise the difference in timbre between wooden, metal and stringed instruments

Build lavers and begin to use melodic accompaniments

HUMANITIES

Types of Settlement and Land Use

Various enquiries including;

Why do people live in different places?

How does land use vary?

Hidden treasure, who buried it?

What does this tell us about the time/people?

What are these objects?

Why did no one come back for them?

Using maps, sources and artefacts.

FRENCH

Animals

Children will learn all about animals- Introducing them and describing them. Children will learn how to say the names of animal homes. They will become familiar with some useful prepositions and learn how to ask where something of someone is.

Children will be able to:

*** Respond to questions when given a spoken model to copy**

***Repeat/ use a simple phrase to say that they don't understand something**

***Hear, Repeat and Answer simple questions from memory.**

***Write short simple sentences in response to written and spoken questions.**

***Read along with rhyme with the class.**

*** Recognise some basic French adjectives when heard, and be able to use them in simple spoken language.**

The unit ends with a story about a mouse who meets selections of different animals in different locations.

Food

This unit is about food- both eating it and preparing it. The unit builds up to a traditional French recipe (French toast). Children will learn names of some foods, including fruit and veg, cutlery and cooking ingredients. They will learn how to say which foods they like and dislike, and say what they are eating.

Children will be able to do:

*** Give a full sentence spoken answer to written question.**

***Begin to understand how French sounds are represented in writing and audio, and pronounce vocabulary accurately.**

***Ask and answer questions, including asking for and giving opinions.**

***Say what they would like, using a common verb in the first person.**

***Be able to prepare a recite a few sentences using vocabulary from the unit.**

***Write some vocabulary from memory.**