

### **Science (Rising Stars)**

- Identify that some animals have skeletons and muscles for support, protection and movement.
- Identify how plants and animals, including humans, resemble their parents in many features.

### **Maths (White Rose):**

- Add and subtract multiples of 100
- Add and subtracts 1s from 2 and 3 digit numbers
- Add and subtract 2 digit numbers from 2 and 3 digit numbers
- Add and subtract 3 digit numbers
- To bridge tens and hundreds
- To use exchange
- To use different strategies within addition and subtraction
- To solve problems and develop reasoning
- To use mathematical language in verbal and written explanations

### **History (Collins):**

- Describe ways of life in the Stone Age
- Recognise the Stone Age in Britain as a period of prehistory
- Compare and contrast families in the past and present
- Describe and explain how archaeologists use artefacts
- Explain how life for Ancient Britons changes during the Stone Age.

### **Music (Charanga):**

- Enjoy and improvise together
- Understand tempo
- Use rhythmic patterns
- Recognise and read basic notation

### **Art (Kapow):**

- Explain approximately how many years ago prehistoric art was produced.
- Use simple shapes to build initial sketches.
- Demonstrate good understanding of colour mixing with natural pigments.
- Discuss the differences between prehistoric and modern paint.
- Successfully make positive and negative handprints



## **Year 3 – Curriculum Overview Autumn Term 2 2023 Humans Past and Present**

### **PHSE (SCARF):**

- Solve problems within relationships
- Recognise that friends are special
- Value difference
- Celebrate differences.

### **Geography (Collins):**

- Identify, describe and give reasons for environment change.
- Explain that environmental change could be because of natural or human activity
- Explain changes in the past that have happened to school and its grounds.
- Demonstrate an understanding of how the quality of the environment may change a local area.
- Recognise that satellite images inform geographers of environmental change.
- Describe and explain the impact of environmental change in one threatened region of the world.

### **PE: Multiskills (FUNDS):**

- Throw and catch with control and accuracy.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member.
- Practise standing static balance
- Balance in different ways
- Practise seated balances

### **French (La Jolie Ronde):**

- Say the days of the week and months of the year in French
- Name nativity characters in French
- Sing a Christmas Carol in French.

### **Design & Technology (Kapow):**

- Explain that fruits and vegetables grow in different countries based on their climates.
- Understand that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then.
- Know that eating seasonal fruit and vegetables has a positive effect on the environment.
- Design their own tart recipe using seasonal ingredients.
- Understand the basic rules of food hygiene and safety.
- Follow the instructions within a recipe.

### **Computing (Teach computing and Project Evolve):**

- Explore moving pictures
- Predict what animations will look like
- Create their own animations
- Evaluate their animation
- Add media to animations
- I can describe appropriate ways to behave towards others online

### **R.E (Northumberland agreed syllabus):**

- Make links between the story of Noah and how we live in school and the wider world.
- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony

### **English (Language and Literacy Oxford Owl)**

#### Reading:

- Identify themes and increase familiarity with a wide range of books.
- Explain meanings of words in context
- Participate in discussions about books
- Predict what might happen next through using details in the text and/or relating it to their own experiences.
- Identify features in non-fiction text

#### Writing:

- Plan and draft writing
- Write character and setting descriptions
- Use inverted commas and vary punctuation
- Use paragraphs
- Proof read and edit work
- Write a set of instructions
- Use imperative verbs
- Write a letter
- Recognise the features of a letter