

English

Quest stories— Stone Age Boy

Can children write a detailed description of a character and/or setting?

Can children re-read, edit and improve?

Can children write in the correct tense and sustain it through a piece of writing?

Explanation texts

Can children use a flow chart to describe a process?

Can children use the first two letters to find meanings of words in a dictionary?

Year 3 Autumn 1

What would it be like to be a cave person?



Humanities (History/Geography) The Stone Age
Changes in Britain from the Stone Age to the Iron Age.

Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?

Can they begin to picture what life would have been like for the early humans?

Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?

Can they research late Neolithic hunter-gatherers and early farmers?

Do children have an awareness of other civilisations developing across the world at the same time.

DT

Making Tools—Link to Forest Schools

Do they use the most appropriate material?

Can they join materials?

Art and Design

Cave Art - Sequential story telling

Can they use a range of brushes to create different effects?

Can they use different grades of pencil shade to show different tones and textures?

Can they write an explanation of their sketch in notes?

Science

Rocks

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

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

Can they recognise that soils are made from rocks and organic matter?

P.E. Dance

Can they create a sequence of actions link to a Stone Age theme?

Can they teach their sequence to a partner/small team?

Can they improve their performance based on peer feedback?

Can they suggest improvements to another pupil's routine/sequence?

Maths

Can they order numbers?

Can they write numbers in words and figures up to 1000?

Can they partition three-digit numbers?

Do they know their number bonds to 10, 20 and 100?

Can they add and subtract mentally and using written methods?

Can they name and describe properties of 2D shapes?

Can they measure length in mm and cm?

Can they halve and double two-digit numbers?

Can they use written methods for addition and subtraction?

Can they interpret and represent data using bar graphs and tables? Can they solve questions using data collected?

Games-Manchester City Football Club

Skills training

Discrete subjects.

Computing

We Are Network Engineers

Can children understand the hardware connections necessary for computer networks to work?

Can children understand some features of internet protocols?

Can children understand some diagnostic tools for investigating network connections?

Can children develop a basic understanding of how domain names are converted to IP addresses?

Music

Animal Magic

Can they use music to describe different animals?

Can they use sounds descriptively?

PHSE / Drugs

Can pupils identify their sense of smell, and develop an awareness of all their senses?

Can pupils understand the importance of our lungs and how they work?

Can pupils consider smoking and how tobacco affects the lungs?

Discrete subjects.

French

Do they listen carefully to spoken language?

Do they join in and respond?

Do they take part in finger rhymes and songs?

Can they have a short conversation? ie What is this? It's a felt tip

Can they ask and answer questions?

Do they try to copy the French pronunciation?

Can they follow/give movement instructions?

Can they name and find classroom equipment?

Can they count from 0-10?