

Year 3 Autumn Term



<u>Science:</u>	<u>Year 3</u> <u>Autumn Term</u>	<u>History:</u>
Science – Autumn 1 – Forces and Magnets Key Question: Which materials are magnetic? Identifying and classifying WALT observe materials that are attracted to a magnet. WALT classify materials that are magnetic or not. Key Question: Which magnet is the strongest? Comparative tests WALT investigate and test the strength of magnets. Key Question: How do magnets move? Research WALT explore the way that magnets behave in relation to each other. WALT explore how magnets work at a distance e.g. through the table, in water, jumping paper clips up off the table. Key Question: How does the surface that a toy car moves on affect the distance that it will travel? (Fair Test) WALT investigate how objects move on different surfaces e.g. grass, gravel, wooden flooring, concrete etc. WALT – some forces need contact between two	<u>English focus: Roald Dahl</u> <u>Class Texts</u> ‘Charlie and the Chocolate Factory’ ‘The Twits’ ‘The Witches’ ‘BFG’ <u>Roald Dahl VOCABULARY (English)</u> Roald Dahl/Fighter Pilot/Author/ Chocolate/Wonka/ Delicious/Scrumptious/Revolting/ Foul/Witches <u>Stone Age Key Historical Vocabulary (across 2 terms)</u> Past Present	WALT: A.V. Roe was the first English man to build and fly his own airplane. (AUTUMN 1) <u>Stone Age</u> WALT use a timeline to order time periods from the past. Recall time periods studied in KS1 and dates: Victorians (1837 - 1901), Great Fire of London (1666), Stone Age (2.5 million years ago). Extra: Emmeline Pankhurst (1858-1928) WALT: historical sources tell us about the past. Discuss difference between primary and secondary sources. Explore range of sources and encourage the children ask questions about the past. Artefacts loan box with replicas, animal skins, tools, needles, artwork/cave drawings). WALT: historical primary sources tell us about the past Role of archaeologists, Skara Brae and Stonehenge. Explain why Stonehenge is an important historical site. WALT: Early humans (during the Palaeolithic era) used simple stone tools with sharp edges. Daily life for early humans. WALT: Identify changes in Britain during the Stone Age. Mesolithic - around 10,000 BC. Humans were hunter-gatherers and constantly on the move in order to stay safe and warm. Neolithic - around 4500-2400 BC. Farming developed and villages were built. WALT: Identify and understand the impact of Stone Age inventions on everyday life (such as

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objects (friction) <u>Science – Autumn 2 – Light</u> Key Question: How many sources of light are there? Research NC WALT name light sources including the sun WALT the moon, windows and mirrors are not sources of light WALT light from the sun can be dangerous and there are ways to protect our eyes. Key Question: Can you see in the dark? Investigate through task WALT we need light in order to see things. WALT darkness is the absence of all light. Key Question: Which object reflects the most light? WALT observe how objects with different surfaces, e.g. shiny vs matt reflect light. Key Question: How does the number of layers of transparent plastic affect how much light can pass through? Fair tests WALT – Investigate the number of layers of transparent plastic needed to block out light Key Question: What happens to shadows when the light source is moved? Pattern	Compare Similarities Differences Chronological order Prehistoric Stone Age Palaeolithic Mesolithic Neolithic Time period Era, BCE, CE Migration Iron Age Bronze Age Hunter-gatherer Agriculture Settlement Tribe Monument Technology Archaeologist	fire, camps, tepees etc.) WALT: Find out about everyday lives of Stone Age people (e.g. making tepees, Neolithic dwellings) WALT: Understand why we celebrate Bonfire Night. WALT: Understand the importance of Remembrance Day. <u>Geography</u> <u>Prior Learning Lessons</u> Name the 4 countries and capital cities of Great Britain and its surrounding seas. Name the seven continents and five oceans and seas Find London and Liverpool on a UK map. <u>Locational and Place Knowledge</u> WALT: Identify key landmarks in: England- London LM, Egypt- The Pyramids of Giza France- Eiffle Tower, Italy-leaning Tower of Pisa, Wales-Snowdonia, Greece- The Parthenon in Athens, Washington DC- The Whitehouse. 
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seeking WALT shadows are formed when the light from a light source is blocked. WALT – Investigate which material is the best at blocking out light. WALT explore how shadows vary. (when distance between a light source and an object or surface is changed) WALT Observe shadows which are connected to and disconnected from the object e.g. shadows of clouds and children in the playground.		WALT: Name some UK counties local to where the children live e.g. Lancashire, Cheshire, Yorkshire, Cumbria, and label on a map. <u>Human and Physical Geography</u> WALT: Identify some geographical characteristics of the UK e.g. the hilliest/moors/flattest, some main rivers and the seas they flow into. <u>Geographical Skills and Fieldwork</u> WALT: Use maps and atlases to locate all the countries in the world that Roald Dahl visited (England/ Wales/Ireland/France/Spain/Italy/ Egypt/Norway/ Greece/ Kenya/ Iraq/ Washington DC (America) and name their capital cities. WALT: Use atlases and globes to locate the Equator, the Tropics of Cancer and Capricorn and know that lines of latitude run around the world (east to west)) and lines of longitude run over the top of the Earth (North to South). <u>Volcanoes and Stone Age</u> <u>Locational and Place Knowledge</u> WALT: Locate volcanoes on a world map. https://youtu.be/3b2rCNfkzBU?si=zOIHtHCYNdwYAJxl <u>Human and Physical Geography</u> WALT: Describe and label a volcano WALT: Explain how a volcano erupts WALT: A volcanic eruption effects the people and environment around it. https://youtu.be/yl0OTBnrz9g?si=2JJHOatvcN1dquEV
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		<u>Geographical Skills and Fieldwork</u> Fieldwork: WALT: Use eight points of a compass to navigate around the Eatock Lodge
<u>Music: Singing, playing and performing</u> WALT : sing a range of songs tunefully and with expression (Roahl Dahl/Harvest/Stone Age songs-show control of dynamics and tempo when singing and playing following physical signals). WALT: find and maintain the pulse in a piece of music use body percussion and instruments and respond to changes in tempo-‘Switch it-BMS activity’ WALT: understand the difference between pulse and rhythm Twinkl lesson exploring pulse and rhythm-All Staff-Music-Resources to support teaching-Pulse and Rhythm Stick notation WALT: clap a rhythm (BMS resource spoken rhymes to notate e.g bumble bee. Sing first, then clap and sing, then clap with thinking voice WALT: explore stick notation (including ‘walk’ (crotchets), ‘jogging’ (paired quavers) and ‘silent beat’ (rests-introduce the symbol for rest). Use rhythm cards to revisit stick notation Y2-All staff-	<u>Computing: Digital Literacy</u> <u>Digital Citizenship:</u> • WALT: explain how people can represent themselves in different ways online • WALT: explain what is meant by ‘trusting someone online’, why this is different from ‘liking someone online’, and why it is important to be careful about who to trust online including what information and content they are trusted with • WALT: give examples of what anyone may or may not be willing to share about themselves online • WALT: explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships <u>Digital Literacy (Microsoft Word)</u> • WALT: type sentences using the keyboard, change font size, and colour.	<u>PSHE:</u> <u>JIGSAW SCHEME</u> Autumn 1: Being me in my World Autumn 2: Celebrating Difference <u>SMSC:</u> <u>Rule of Law – School and Class Rules</u> <u>Democracy – Class Councillor Campaigns and Voting.</u> <u>British Values</u> WALT – Have a developing understanding of the Fundamental British Values

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Music-resources to support teaching-stick notation. WALT: read stick notation (use rhythm grid with heart beats and knowledge of sounds per beat to explore and read stick notation. Use Bumble Bee BMS resource) WALT: begin to compose a rhythmic pattern Apply word chants to rhythms understanding how to link each syllable to 1 musical note –use mini beast rhythm cards to support. Children use other insects/mini beasts- clap the words first and then notate (including ‘walk’ (crotchets), ‘jogging’ (paired quavers) and ‘silent beat’ (rests-introduce the symbol for rest)	• WALT: use word art to enhance my work • WALT: how to create a folder to save my work in. • WALT: how to give a file a name to identify it • WALT: load work from our own folder, learn to copy, and paste (an image from a safe internet site – link to RD topic). <u>Cross-Curricular project:</u> <u>Digital Literacy using 2animate</u> • WALT: create a storyboard for an animation showing what will happen and when. • WALT: plan an animation based on the Twits. • WALT: combine still images to create an animation using 2animate.	
<u>RE: Christianity</u> <u>Make sense of belief:</u> • WALT make a timeline of the Bible’s ‘Creation Story’ • WALT retell the story of Adam and Eve (The Fall) (<i>explanation of why things go wrong in the world</i>) <u>Understand the impact:</u> • WALT describe what Christians do because they believe God created the world	<u>PE: Principles, Tactics, Attacking and Defending</u> WALT: Create space and maintain possession to score against an opposition. WALT: Create strategies and tactics to outwit our opponents. WALT: Understand the importance of positions and roles within a team.	<u>Art and Design</u> <u>Observational sketching</u> WALT: Quentin Blake is an illustrator (NC knowledge of artists) (Photograph of discussion etc. for sketchbooks)

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(e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) <u>Make connections:</u> <i>Teacher Note – As part of the above encourage the children to ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</i> <u>Autumn B</u> <u>What is it like for someone to follow God?</u> <u>Make sense of belief:</u> • WALT retell the story of Noah and explain what the story teaches Christians (<i>Explain the story of Noah and the idea of covenant/ God's promise</i>) <u>Understand the impact:</u> • WALT describe how Christian's make promises to God (Links to God's promise from the story and e.g. wedding vows, Christenings, Brownies) <u>Make connections:</u> • <i>Teacher Note make links between the story of Noah and how we live in school and the wider world eg promises we might make.</i>	WALT: Apply different shooting methods to improve our accuracy. WALT: Make the correct decision when shooting or passing. WALT: Prevent the opposition from scoring by closing space and regaining possession. WALT: Create strategies and tactics to prevent the opposition from scoring. WALT: Consider the position of the net when working as a team to defend. WALT: Identify space to receive the ball whilst avoiding the opposition. WALT: Mark a specific player as part of a strategy. WALT: Block, intercept and receive a ball whilst on the move. WALT: Pass a ball from a static position into space for a teammate to receive. WALT: Receive a pass both in a static position and on the move. WALT: Use different movements whilst dribbling to outwit an opponent. WALT: Kick, throw, strike or push a ball with the purpose of scoring a goal/point.	WALT: Sketch from observation using pencils and charcoal (Roahl Dahl characters / Charlie and the Chocolate Factory) WALT: Use charcoal effectively to draw in the style of Quentin Blake (Exploring lines, textures and tones) (Drawing Mr and Mrs Twit) <u>Sculpting</u> WALT: Use clay and natural materials with increasing skill to make a sculpture of Mr and Mrs Twit (LOTG) <u>Painting</u> WALT: Use water colour to explore colours and tones (Practice skill lesson) WALT: Sketch from observation using pencils (Roahl Dahl's BFG – lesson 1) WALT: Use water colour with increasing effect (Roahl Dahl's BFG – lesson 2) <u>Themed</u> WALT: Use pastels to create Remembrance Day art (revisit KS1 skill of using pastels)
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<u>Design and Technology</u> <u>Food – Healthy and Varied Diet –Wraps + Mr Twit’s improved spaghetti sauce (RD Day)</u> Designing WALT - Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. WALT - Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. Making WALT - Plan the main stages of a recipe, listing ingredients, utensils and equipment. WALT - Select and use appropriate utensils and equipment to prepare and combine ingredients. WALT - Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Evaluating WALT - Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. WALT - Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Technical knowledge and understanding	<u>Cross Curricular Maths Opportunities</u> <u>Geography</u> Position and Direction (Cancer / Capricorn / Equator) <u>History</u> Place Value – Ordering 4 digit number - Placing events from RD life on a time line in chronological order. <u>DT</u> Understanding units of measure for cooking – grams / millilitres (Improved Spaghetti sauce). Measuring resources when making a night light. <u>Science</u> Measuring accurately in cm / Estimate and measure (Within Forces and Light and Dark). <u>Music</u> Number patterns and referring to Maths when discussing rhythms and beats.	<u>Trips or visits:</u> <u>Theatre Visit</u>

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WALT - Know how to use appropriate equipment and utensils to prepare and combine food. WALT - Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. WALT - Know and use relevant technical and sensory vocabulary appropriately.		
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Colour Code:

Red font colour identifies the lessons that have been planned specifically for our children at Eatock as part of our curriculum intent – bespoke curriculum.

Green font colour identifies the lessons that will be taught outdoors - either on the playground, in the wildlife or during a trip.

Black font colour identifies the lessons that have been planned from the National Curriculum.

All lessons are taken from the progression in knowledge and skills documents, which were written by subject leaders and reviewed by class teachers (summer term 2020).