

Year 3 – Autumn 1

English	Maths	Art
To independently use a capital letter, a comma, question mark, exclamation mark or a full stop within a sentence.	To represent and partition numbers to 100 and 1,000 in different ways.	To create a foam print inspired by stone aged cave art using two colours.
To plan writing by discussing and recording ideas.	To find 1, 10 or 100 more or less.	PE
To write a character description using expanded noun phrases.	To estimate on a number line to 1000.	To develop and apply their footwork and one leg balance.
Use the first two or three letters of a word to check its spelling in a dictionary	To compare and order numbers to 1000.	PSHE
To write a diary entry using the first person narrative.	To count in 50s.	Recognise their worth and identify positive things about themselves and their achievements. Set goals for the year.
To write a letter of gratitude for the author of our text.	To add and subtract 1s, 10s and 100s.	RE
	To add and subtract 1s and 10s across a 10 and 100.	Why are nature and the seasons be important in religion and worldviews?
	Add and subtract two-digit numbers across a 10 and 100, with and without exchanging.	Computing
	Add and subtract two-digit and three-digit numbers.	To understand what makes up a network and how computers are connected.
	Estimate answers by rounding.	Music
	Use inverse operations to check answers.	To know that a ballad tells a story through song.

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Science	History
Main scientific skill taught in this topic:	To understand that prehistoric was a long time ago.
To ask relevant questions and use different scientific enquiries.	To accurately place AD and BC on a timeline.
Objectives:	To identify conclusions that are certainties and possibilities based on archaeological evidence.
To compare how things move on different surfaces.	To explain the limitations of archaeological evidence.
To notice that some forces need contact between two objects, but magnetic forces can act at a distance.	To use artefacts to make deductions about the Amesbury Archer’s life.
To observe how magnets attract or repel each other and attract some materials and not others.	To explain how bronze was better than stone and how it transformed farming.
To describe magnets as having two poles.	To explain how trade increased during the Iron Age and why coins were needed.
Our scientific question is:	To identify changes and continuities between the Neolithic and Iron Age periods.
Are all metals magnetic?	To explain which period they would prefer to have lived in, providing evidence for their choice.
	
	
	