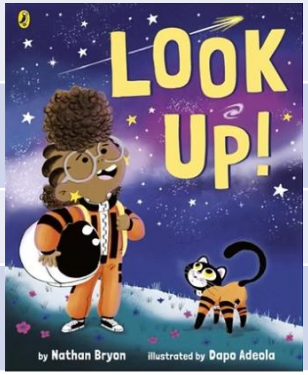
Year 3 – Autumn 2

English	Maths	Art
To independently use a capital letter, a comma, question mark, exclamation mark or a full stop within a sentence.	To recognise multiplication as counting in equal groups and use arrays.	To plan and create a volcano abstract paint collage in the style of Rebecca Vincent.
To plan writing by discussing and recording ideas.	To count in multiples of 2, 5, 10, 3, 4 and 8.	PE
To write a setting description using expanded noun phrases.	To use known multiples to recall the 2x, 5x, 10x, 3x, 4x and 8x tables.	To take off and land when jumping to achieve height, with good control. To balance with minimum wobble.
To edit writing by checking it makes sense, and to correct punctuation and spelling errors.	To recognise division as sharing and grouping.	PSHE
To write instructions with imperative verbs.	To divide by 3, 4 and 8.	To identify similarities and differences between others in society
To use persuasive language when creating a poster.	To understand turns, angles and right angles.	RE
To use inverted commas within a dialogue.	To compare angles.	To continue our question of: Why are nature and the seasons be important in religion and worldviews?
 	To measure and draw lines accurately.	Computing
	To understand horizontal, vertical, parallel and perpendicular lines.	To use a range of techniques to create a stop frame animation.
	To recognise and describe 2D and 3D shapes.	Music
	To draw polygons and make 3D shapes.	To understand how the timbre of instruments affects the mood and style of a piece of music.

Year 3 – Autumn 2

Science	Geography
Main scientific skill taught in this topic:	Name all four layers of the Earth in the correct order, stating one fact about each layer.
To draw conclusions and communicate findings based on observations.	Explain one or more ways a mountain can be formed and give a correct example of a mountain range and its continent.
Objectives:	Describe a tectonic plate and know that mountains occur along plate boundaries.
To understand that humans and some other animals have skeletons and muscles for support, protection and movement.	Correctly label the features of shield and composite volcanoes and explain how they form.
To name parts of the human skeletal structure.	Name three ways in which volcanoes can be classified.
To understand that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	Explain a mix of negative and positive consequences of living near a volcano.
	State whether they would or would not want to live near a volcano.
Our scientific question is:	State that an earthquake is caused when two plate boundaries move and shake the ground and explain that earthquakes happen along plate boundaries.
	List some negative effects that an earthquake can have on a community.



