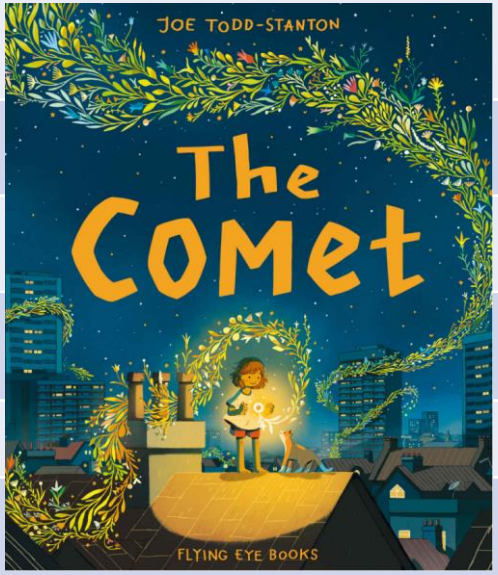
Year 3 – Autumn 1

English	Maths	Art
To independently use a capital letter, question marks, commas and a full stop within a sentence.	To represent and partition numbers to 100.	To create a foam print inspired by stone aged cave art using two colours.
To plan writing by discussing and recording ideas	To represent and partition numbers to 1000	**PE**
To write noun/expanded noun phrases.	To partition numbers to 1000 in different ways.	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 find 1, 10 or 100 more or less.	**PSHE**
To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	To estimate on a number line to 1000.	Being Me in My World.
	To compare and order numbers to 1000.	**RE**
	To count in 50s.	An introduction to Religion and Worldviews.
	To add and subtract 1s, 10s and 100s.	**Computing**
	To add 1s across a 10.	Computing systems and networks – connecting computers.
	To add 10s across a 100.	**Music**
	To subtract 1s across a 10.	To learn about Ballads.

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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.