Year 3 – Early Man

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 write noun/expanded noun phrases.	To represent and partition numbers to 1000	**PE**
To write dialogue using inverted commas.	To partition numbers to 1000 in different ways.	To develop and apply their footwork and one leg balance.
To begin using dictionaries to check the meaning of words that they have read.	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 be able to perform using basic staff notation in groups.

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Science	History
Main scientific skill taught in this topic:	To understand that prehistory was a long time ago.
Using straight forward scientific evidence to answer questions or support their findings.	To accurately place AD and BC on a timeline.
Objectives:	To identify conclusions that are certainties and possibilities based on archaeological evidence.
To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	To use artefacts to make deductions about the Amesbury Archer's life.
To describe in simple terms how fossils are formed when things that have lived are trapped within rock.	To identify gaps in their knowledge of the Bronze Age.
	To explain how bronze was better than stone and how it transformed farming.
	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.
What is soil and what is it made from?	To explain which period they would prefer to have lived in, providing evidence for their choice.