English

Reading

- **listening and discussing a wide range of**
- **fiction poetry, .non-fiction, fiction reference books or textbooks**
- **reading structured in different ways and reading for a range of purposes**
- **Using dictionaries to find the meaning of words**

Writing

- Plan their writing in order in order to understand and learn from its structure.
- In narratives creating setting characters and plot
- Discussing and recording ideas an evaluate and edit their work
- Use subordinating conjunctions

Art—Printing

- know how to use layers of two or more colours
- Know how to replicate patterns observed in nature
- know how to make a printing block from coiled string glued to a block
- know how to make precise repeating patterns.

Key Vocabulary

Banke Kuku, observe, sketch, print, printing block, layer, replicate, repeating pattern and nature.

Music

- be able to identify beats in a bar
- compose and perform a rhythmic ostinato
- combine ostinato patterns

Key vocabulary

Rhythm; repeat; ostinato; four-beat pulse; tempo; fast; slow; solo; lyrics and style.

Maths

- know how to use arrays
- know complements to 100
- know how to estimate answers
- know how to check and answer by using inverse operations
- know the multiples of 2, 5 and 10
- know the 2, 3, 4 and 8 times tables
- know how to divide by 3, 4 and 8

Key Vocabulary

Equal groups, groups of, array, repeated addition, multiplication, multiples, odd, even, $>$ $<$ $=$, compare, greater than, less than, equal to, share, multiply, divide, share, group, altogether, inverse, strategy.

Autumn 2—Year 3

Who's the Greatest of them All?

Science

- know how to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

Key Vocabulary

Intrusive, extrusive, igneous, metamorphic, sedimentary, fossil, soil, rock cycle, grain, crystal and organic matter.

RE

- identify and describe how key actions, features and artefacts help people worship in Judaism, Islam and Sikhism
- explain the meanings of examples of texts that believers use in worship
- consider questions about the belief that worship can bring peace, comfort or challenge
- make simple connections between sacred texts and the ways believers worship today
- describe how people show devotion in different religions

Key vocabulary Synagogue Gurdwara Mosque Torah Koran

Topic

Who's the greatest of them all?

- to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- To describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.
- to be able to place historical figures on a timeline using dates.
- to be able to describe the social, ethnic, cultural or religious diversity of past society
- to describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Key vocabulary

Past present chronological order timelines compare and contrast

Computing Autumn 2- stop frame animation

- Summative assessment on Connecting Computers.
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Use a range of techniques to create a stop-frame animation using tablets. They will apply those skills to create a story-based animation.

PE

- know how to catch different sized objects with increasing consistency with two hands
- know how to dribble a ball with control
- Show a variety of throwing techniques
- throwing consistently at a target
- can track the past of a ball not directly aimed at me

Key Vocabulary

Tracking, throw, catch, dribble

PSHE

- What is appropriate to share with friends, classmates, family and wider social groups including online
- about what privacy and personal boundaries are, including online
- basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision
- that bullying and hurtful behaviour is unacceptable in any situation
- about the effects and consequences of bullying for the people involved
- about bullying online, and the similarities and differences to face-to-face bullying