

## Design and Technology

**Cooking/Nutrition:** We will prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. We will also explore seasonality and find out where and how ingredients are grown, reared, caught and processed.

## Art and Design

**Art History and Artists:** We will take inspiration from Henry Moore.

**Drawing:** We will use different types of pencil to scribble, shade, dot and dash to show line, texture and light. We will learn how to apply different amounts of thickness and pressure when we draw to create hard and soft lines as well as blocks of colour. We will be using a range of drawing tools such as pencil, coloured pencil, wax crayon, pastels, charcoals, ball-point/biro, felt tip pens and fine liners.

## Geography

**Locational knowledge:** We will locate the world's countries using maps to focus on North and South America as well as identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, and the Arctic and Antarctic Circle.

**Place Knowledge:** We will explore the geographical similarities and differences through the study of human and physical geography in a region of the UK and Brazil, South America.

## History

### Changes in Britain from the Stone Age to the Iron Age:

We will be finding out about life in the Stone Age including: what homes, weapons and tools people used and how they were made. We will explore and question how archaeologists find out what the world was like millions of years ago.

## Personal, Social, Health, Relationship Economic Values

**Health and Wellbeing:** We will be learning how to take care of our mental health and how we can keep ourselves healthy. We will learn more about our feelings and ways of expressing them. We will also learn more about our personal identities and how we might change as we get older.

**Relationships:** We will learn about privacy and personal boundaries. We will also learn what consent is and think about what acceptable and unacceptable contact is.

### Year 3 Autumn 2025

*Brilliant Brazil*  
*Sensational Stone Age*



## Wow moments

A trip to Celtic Harmony! Where we will live as Prehistoric people for the day and explore the way of life of those that lived years before us.

## Computing

**Digital Literacy:** Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.

**Information Technology:** Stop Frame animation

**E-Safety:** We will learn how to use the internet safely and effectively to research.

## French

We will be learning classroom instructions, how to introduce ourselves, count to 10 and say colours. We will also learn a short nativity play.

## Physical Education

**Football:** We will learn basic control skills including dribbling, passing, attacking and defending as well as a basic understanding of the rules of football.

**Netball:** We will learn to perform basic netball skills and understand and implement the basic rules of netball. We will also learn how to use space efficiently to build attacking play.

**Gymnastics:** We will learn how to perform rolls, make and combine shapes and balances and create our own stretching routine. We will develop our balance on pads and points as well as using several parts of our body when travelling in different ways.

**OAA:** We will learn to perform basic netball skills and understand and implement the basic rules of netball. We will also learn how to use space efficiently to build attacking play.

## Music

**Writing Music Down:** We will learn that long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a stave and named with special musical names. This will help us to remember what we are going to sing and play. We will explore the notes, crotchets and minims and see how these notes can fit on the lines and spaces of a stave.

**Playing in a Band:** We will learn to read the notation of one of the easy instrumental parts when playing instruments together. We will learn the steady beat is organised by time signatures which tell us how many beats there are in each bar. When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music and explore singing and playing instruments together.

English
<p><b>Spellings</b></p> <p>Alternative spellings. Homophones and near homophones. -ly suffix Range of words taken from the year 3 and 4 spelling word list</p> <p><b>Vocabulary, Grammar and Punctuation:</b></p> <p>There, their or they're, capital letters and full stops, types of sentences, punctuating sentences, pronouns, paragraphs, past and present tense, determiners, plurals, expanded noun phrases, conjunctions.</p> <p><b>Reading and VIPERS (vocabulary, infer, predict, explain, retrieve, sequence/summarise):</b></p> <p>Through studying How to be an Anglo-Saxon we will:</p> <ul style="list-style-type: none"> <li>develop our understanding of what we read by: predicting what might happen from details stated and implied, drawing inferences and justifying inferences with evidence and identifying how language, structure, and presentation contribute to meaning.</li> </ul> <p>Through studying our key texts we will:</p> <ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what we read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Also we will be identifying and discussing themes and conventions in a wide range of writing and increasing our familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> </ul> <p><b>Key texts:</b> How to be an Anglo-Saxon, Beowulf and Anglo-Saxon Boy.</p> <p><b>Writing:</b></p> <p>We will develop positive attitudes towards and stamina for writing through planning, drafting and editing by:</p> <ul style="list-style-type: none"> <li>Linking our learning to the rainforest and writing for different purposes writing a shape poem.</li> <li>Learning about and writing a balanced argument.</li> <li>Retelling a familiar story and to draft and write a narrative including a detailed setting and character description.</li> <li>By writing a play script and a diary entry based upon our class text 'Stone Age Boy'</li> <li>In order to support with the above, we will partake in a range of speaking and listening and drama activities.</li> </ul>

Maths
<p><b>Number: Place value</b></p> <p>We will explore numbers up to 1000 and find out how we can represent them using a place value grid. We will learn to count in 100's and 50's up to 1000.</p> <p><b>Number: Addition and Subtraction</b></p> <p>We will learn how to add and subtract multiples of 100, adding and subtracting a 1-digit number to/by a 3-digit number. This will then build up to become adding and subtracting 3-digit to/by 3-digit numbers.</p> <p><b>Number: Multiplication and Division</b></p> <p>We will recap the 2, 5 and 10 times tables (both how to multiply and divide each times table fact). We will then use the skills we have learnt to explore the 3, 4 and 8 times table and begin to learn them fluently.</p> <p><b>Times Tables</b> – We will be using daily Times Table Rockstars.</p>

Science
<p><b>Forces and Magnets:</b> We will compare how things move on different surfaces and explore how some forces need contact between two objects. We will investigate magnets, how they attract and repel each other using our knowledge of poles and find out which materials are magnetic.</p> <p><b>Light:</b> We will learn why we need light, what darkness is and how light is reflected. We will also investigate shadows and how we can protect our eyes from the sun.</p>

Religious Education
<p><b>Significant Events:</b> We will investigate why people think life is like a journey and how people mark the significant events of life with a focus on Christians, Hindus, Muslims, non-religious people.</p> <p><b>The Trinity:</b> We will learn what the 'Trinity' is and why is it important for Christians.</p>