

Science

- Be able to carry out simple investigations
- Be able to prepare a simple investigation which is fair, with one changing factor
- Be able to predict the outcome of investigations
- Be able to use simple scientific equipment
- Be able to test ideas using evidence from observation and measurement
- Be able to link evidence to broader scientific knowledge and understanding.
- Be able to gather information with simple texts.
- Understand the importance of collecting scientific evidence.
- Understand some of the effects of what they learn on peoples' lives.
- Know about the function and care of teeth in humans and other animals.
- Know about the function and actions of the heart in humans and other animals.
- Know about the functions of skeletons and muscles in humans and other animals.
- Know about the main stages of the human life cycle.
- Know about the effect of exercise on the human body.
- Know about the effects of diet on the human body,
- Know that light travels from a source.
- Know that objects form shadows when they block the passage of light from a source.
- Know that sounds are made when objects vibrate.
- Be able to create sounds with a variety of objects.
- Be able to change the sounds by altering variables.

Maths

- Counting in hundreds, fifties, tens and ones.
- Place value.
- Number patterns.
- Comparing and ordering numbers.
- Counting in fours and eights.
- Addition and subtraction facts.
- Simple adding and subtracting.
- Adding and subtracting with renaming.
- Using models.

ART/ DT:

- Know how a number of artists - including some from their home country use forms, materials and processes to suit their purpose
 - Be able to use art as a means of self expression
 - Be able to choose materials and techniques which are appropriate for their task
 - Be able to explain their own work in terms of what they have done and why
- Be able to talk about works of art, giving reasons for their opinions.

Year 3

How humans work

Autumn Term 1

OTHER AREAS OF LEARNING:

Computing— Create an algorithm for an animated scene in the form of a storyboard; Write a program in 'Scratch' to create the animation; correct mistakes in their animation programs.

International— Learn about the similarities in life style of people in our country and another country.

Music— Explore songs and poems about places. They will create musical compositions to reflect sounds in their local environment. The sights and sounds of a building site will provide the inspiration for exploring rhythms.

Spanish— Human body

R.E— Investigate the beliefs and practices of the Jewish faith and other world views.

Geography— Learn about some similarities and differences between our country and another country.

PE— Handball games.

English

Reading—Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
- reading further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction and non-fiction.
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- identifying themes and conventions in a wide range of books
- preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- understanding what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction
- participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Writing

Develop their understanding of the concepts set out by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for year 3

Develop positive attitudes towards and stamina for writing by:

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Main focuses -

- Fables
- Non-chronological reports.