

Year 3 Autumn Term - Change

Objectives to be taught as a separate unit : PE – outdoor: basketball, indoor: indoor athletics; RE – creation; MFL – Welcome and greetings

Science-Rocks and Soils

- Compare and group together different kinds of rocks on the basis of their simple, physical properties.
- Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).
- Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.
- Recognise that soils are made from rocks and organic matter.
- Ask relevant questions.
- Set up simple, practical enquiries and comparative and fair tests.
- Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings.

P.S.H.E- Relationships

Respecting ourselves and others

- to recognise respectful behaviours e.g. helping or including others, being responsible
- how to model respectful behaviour in different situations e.g. at home, at school, online
- the importance of self-respect and their right to be treated respectfully by others
- what it means to treat others, and be treated, politely
- the ways in which people show respect and courtesy in different cultures and in wider society

Art• Use different hardnesses of pencils to show line, tone and texture.

- Annotate sketches to explain and elaborate ideas.
- Sketch lightly (no need to use a rubber to correct mistakes).
- Use shading to show light and shadow.

Develop ideas from starting points throughout the curriculum.

- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language

History- Changes in Britain from the Stone Age to the Iron Age.

- Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.
- Bronze Age religion, technology and travel, for example, Stonehenge.
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- Use evidence to ask questions and find answers to questions about the past.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Place events, artefacts and historical figures on a time line
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.
- Use appropriate historical vocabulary to communicate, including:
 - dates
 - time period
 - era
 - change
 - chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

CHANGE

P.4.C

Using the example of a ship changing over time and becoming physically different, it encourages children to consider the meaning of identity, stimulating a discussion on memory, experience and the soul. Is the boat the same boat if it is changed over time?



I.C.T

- General ICT Skills (Save, print, and create documents and folders, login, typing, using the school system)
- E Safety (keeping passwords safe, sharing information, telling an adult if you see anything that is not safe)

ENGLISH

Stone Age Boy – portal stories

The Street Beneath My Feet – non chronological reports.

How To Wash A Woolly Mammoth – instructions.

