

Termly Curriculum Overview

Year Group: 3

Term: Autumn

Theme: How did **culture** change through The Stone Age, The Bronze Age and The Iron Age?

English		Maths	
I can write in the first person to create their own story about a day in the life of a Stone Age child using historical information to add details. I can write in the past tense using past tense verbs and irregular past tense verbs. I can include facts from the Stone Age era. I can organise their writing by writing in paragraphs. I can use conjunctions to aid sentence structure. I can use and spell common homophones correctly as well as the spellings on the Year 2 and 3 Common Exception Words lists.		I can recognise the values of each digit in a 2-digit number. I can recognise the value of each digit in a 3-digit number. I can compare two numbers. I can represent numbers to 1000 I can order numbers to 1000. I can add and subtract 1, 10 and 100 from a given number. I can find numbers to 100 and 1000 on a number line. I can count in steps of 50.	
 Science	 Geography History	 Art Design + Technology	
I can identify that different animals need the right type of nutrition. I know that animals get their food from plants and other animal sources as they cannot make their own food. I can identify that humans and some other animals have skeletons and I can name the types of skeletons. I can explain how muscles and skeletons work together for support, protection and movement. I can present my information from investigations.		I can sequence events or artefacts. I can use dates related to the passing of time and begin to date events. I can compare ancient civilisations with our life today. I can investigate the impact of how life changed from the Stone Age to the Iron Age. I can understand how people clothed and fed themselves and how culture changes over time.	
 Computing	 Music	 RE	

I can understand how a digital device works. I can explain what parts make up a digital device. I can understand how digital devices help us. I can understand how digital devices help us. I can explain how computers are connected. I can understand what our school network looks like.	I can name five songs from memory and who sang them or wrote them. I can explain the style of the songs. I can choose one song and be able to talk about: I can confidently identify and move to the pulse. I can think about what the words of a song mean. I can take it turns to discuss how the song makes them feel. I can listen carefully and respectfully to other people's thoughts about the music.	I can share a special creation and explain its importance. I can create a list of instructions. I can retrieve information from a text. I can explain the story of The Fall. I can discuss my ideas about forgiveness.
 PSHE	 Physical Education	 Language: French
I can understand that I am important. I can say what a personal goal is. I can understand what a challenge is. I know why rules are needed and how these relate to choices and consequences. I know that actions can affect others' feelings. I know that others may hold different views to me. I know that our school has a shared set of values.	I can show full extension during a balance. I can move in and out of contrasting shapes with fluency. I can perform a sequence using different types of rolls. I can perform powerful jumps from low apparatus. I can perform in unison with a partner. I can create a group performance using contrasting actions.	I can explain more about the Francophone world. I can use key greetings in French. I can ask and answer the question 'How are you?' in French. I can ask and answer the question 'What is your name?' in French. I can recognise the numbers 1-10 in French. I can recognise and use the 10 colours in French.