

TOPIC: Tools from the past					Year Group: 3		
	1	2	3	4	5	6	7
English	Stone Age Boy Narrative	Stone Age Boy Narrative	Stone Age Boy Narrative	Stone Age Boy Narrative	How to wash a woolly mammoth Instructions	How to wash a woolly mammoth Instructions	Walking in the air Narrative
Spelling	Ending words with -el and -le	Suffixes -ing, -ed, -er, -est	The sound before l and ll in call	Suffixes -ment, -ness	The sound after the w in ‘word’ spelt or	Words ending in -al	Homophones
Maths	Subtraction Measure (ml – l)	Multiplication Weight (g – kg)	Multiplication Estimating measurement (cm or m)	Division Estimating volume (ml – l)	Division Estimating weight (g – kg)	Fractions Temperature	Fractions Ordering and arrange combinations of mathematical objects in patterns.
Science <u>Evolution</u> <u>and</u> <u>adaptation</u>	<p>Knowledge Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. Explore the requirements of plants for life and growth: air, water, light, nutrients from soil and room to grow Investigate the way in which water is transported within plants</p> <p>Skills</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables <p>Vocabulary</p> <ul style="list-style-type: none"> • Air • Light • Water • Nutrients • Flower 				<p>Knowledge 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 and recognise that soils are made from rocks and organic matter.</p> <p>Skills</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables <p>Vocabulary</p> <ul style="list-style-type: none"> • fossils • soils • sandstone 		

	<ul style="list-style-type: none"> Transportation 			<ul style="list-style-type: none"> pumice marble granite crystal absorbent
PSHE	What makes a family Features of family life	Personal boundaries and safely responding to others The impact of hurtful behaviour		Recognise respectful behaviour, the importance of self-respect, courtesy and being polite
Art and Design	<p>Knowledge</p> <ul style="list-style-type: none"> Sketching and then painting using watercolours - prehistoric beasts. Other materials to be incorporated – pastels etc <p>Skills</p> <ul style="list-style-type: none"> Experiment with different materials to create a range of effects and use these techniques in a completed artwork understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours <p>Vocabulary</p> <ul style="list-style-type: none"> sketch tone warm cold 			
Computing	<p>Knowledge</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly <p>Skills</p> <ul style="list-style-type: none"> Begin to understand the need to abide by school e-safety rules 	<p>Knowledge</p> <ul style="list-style-type: none"> Recognising acceptable and unacceptable behaviour <p>Skills</p> <ul style="list-style-type: none"> Begin to understand the need to abide by school e-safety rules 		<p>Knowledge</p> <ul style="list-style-type: none"> Use search technologies effectively <p>Skills</p> <ul style="list-style-type: none"> Using another curriculum area, children use ICT to find answers, making use of search engines and hyperlinks as appropriate
Design and Technology				
Geography				
History	<p>Knowledge</p> <ul style="list-style-type: none"> Timelines, the evolution of lifestyle and living. 	<p>Knowledge</p> <ul style="list-style-type: none"> Change in Britain from the Stone Age all the way through to the Iron Age. 		<p>Knowledge</p> <ul style="list-style-type: none"> Change in Britain from the Stone Age all the way through to the Iron Age.

	<p>Skills</p> <ul style="list-style-type: none"> describe memories of key events in his/her life using historical vocabulary (chronological understanding) <p>place some historical periods in a chronological framework (chronological understanding)</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Timeline Dates Past present 	<p>Skills</p> <ul style="list-style-type: none"> use an increasing range of common words and phrases relating to the passing of time (chronological understanding) <p>Vocabulary</p> <ul style="list-style-type: none"> Prehistoric Flint Culture Tool archaeology 	<p>Skills</p> <ul style="list-style-type: none"> use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry) related to the period of study (chronological understanding) <p>Vocabulary</p> <ul style="list-style-type: none"> Prehistoric Flint Culture Tool archaeology 				
<p>Modern Foreign Languages</p>	<p>French – Jolie Ronde Number 0 -10 Greetings Classroom instructions Colours</p> <p>Knowledge</p> <p>Speaking</p> <ul style="list-style-type: none"> Understand a range of spoken phrases. Understand standard language (sometimes asking for words or phrases to be repeated). Answer simple questions and give basic information. Give responses to questions about everyday events. <p>Culture:</p> <ul style="list-style-type: none"> Identify countries and communities where the language is spoken. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. <p>Skills</p> <ul style="list-style-type: none"> Repeat words modelled by the teacher; listen and show understanding of single words through physical response. Speak in simple sentences using familiar vocabulary. <p>Pronounce words showing a knowledge of sound patterns (or listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings)</p> <p>Vocabulary</p> <p>France Joyeux Noël French Je suis</p>						
<p>Music</p>							

<p>Physical Education</p>	<p>Real PE – Personal</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I try several times if at first I don't succeed and I ask for help when appropriate • I can follow instructions, practise safely and work on simple tasks by myself. <p>Skills</p> <ul style="list-style-type: none"> • Co-ordination and Static Balance <p>Vocabulary</p> <ul style="list-style-type: none"> • Fluent movement • Perseverance 			<p>Real PE – Social</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can help, praise and encourage others in their learning. • I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas. <p>Skills</p> <ul style="list-style-type: none"> • Dynamic balance to agility and static balance <p>Vocabulary</p> <ul style="list-style-type: none"> • Transfer of momentum • Soft landing • Roles • Responsibilities 	
<p>Religious Education</p>					<p>Knowledge</p> <ul style="list-style-type: none"> • explore the tradition of present-giving through the account of Jesus' birth • consider the symbolism of the gifts brought by the Magi, • How different ways of giving at Christmas now might better express the 'spirit' of Christmas. <p>Skills</p> <ul style="list-style-type: none"> • Talk about the features/symbolism of the gifts and what they might mean • Be able to say which parts of Christmas maintain the true meaning and why • Discuss what Jesus might think about Christmas and over-commercialisation • Know how a gift might make a difference to someone <p>Vocabulary</p> <ul style="list-style-type: none"> • gold • frankincense • myrrh • gifts