

Year Three

Subject	Overview of learning in the foundation subjects
History	<i>The children have found out about changes in Britain from the Stone Age to the Iron Age. They have been taught about Neolithic life, prehistoric homes including Skara Brae, the importance of Stonehenge and artefacts linked to archaeological findings at the Amesbury Archer's grave. They have also been taught about the Iron Age and Roman invasion of Britain. This has given the children opportunities to order historical events chronologically and engage with the topic through role-play and by reading a range of texts. They have had the opportunity to interpret the texts and discuss the similarities and differences between them.</i>
Geography	<i>The children have been taught how to use an atlas and locate rainforests on maps of different scales. They have also been taught to use compass points and use grid references. The children have used non-fiction books and the internet to find out geographical facts and look at diagrams and aerial photographs. During our topic work, the children have compared our local climate to that of the climate in tropical rainforests. They have had opportunities to describe and compare different habitats, drawing on the key physical and human characteristics. During our school trip to Kew Gardens, the children gained first-hand experience of a rainforest habitat and carried out fieldwork.</i>
Art	<i>The children have been taught how to mix primary colours to make secondary colours and have explored complementary colours on a colour wheel. They have been taught to use pastels to create Stone Age cave art and pictures of rainforest animals. They have also used watercolours to paint landscapes of Stonehenge, having chosen a warm or cold palette. In our topic on the Stone Age to the Iron Age, the children used clay to create clay pots in the style of those made by Bell Beaker people. During lessons, they have been encouraged to develop sketching skills, to self-evaluate their work and to critique works by famous artists.</i>
DT	<i>Linked to our science topic about plants, the children designed, made and evaluated 3D mini-greenhouses using a range of materials. They were taught how to draw and label their designs as well as select appropriate tools and techniques. In our topic on the Stone Age to the Iron Age, the children built roundhouses based on a design created using a 'Paint' program on a laptop. They also designed and made a healthy breakfast for a Roman soldier, using seasonal ingredients.</i>
PE	<i>In outdoor games, the children have been shown skills and techniques to be used in invasion games such as football, basketball, hockey and rugby. They have practised skills used in target games and net and wall games such as golf, boccia (similar to boules) and tennis. They have also been shown techniques to use in striking and fielding games such as cricket and rounders. The children have also been encouraged to develop their balance and travelling skills. They have been required to self-evaluate and respond to feedback from their peers in order to develop and improve on their personal best in each skill.</i>
RE	<i>This year the children have found out about the Hindu religion including the Gods, places of worship and holy books. As part of the work on Christian beliefs, they explored and compared creation stories. The children have also learnt about pilgrimages made by people of different faiths including the Muslim pilgrimage to Mecca and Christian pilgrimage to Lourdes.</i>
Music	<i>The children have been taught a range of songs and have had many opportunities to sing with others in both small and large groups. They have used percussion instruments to create and perform simple compositions. The children have been encouraged to use technical vocabulary, including pitch, volume, tempo and rhythm.</i>
Computing	<i>The children have learnt to use computer programming software (Scratch) to create an automated sequence. In cross curricular work, they have used a painting tool to design an Iron Age round house and used a search engine to carry out research. The children have developed word processing skills including aligning text, using bullet points and changing text. They have also been taught about e-safety.</i>
PSHE	<i>In PSHE, the children have discussed relationships and issues that affect them, including friendships, feelings and attitudes. They have worked collaboratively to develop a class charter with agreed rights for the classroom and have produced a class target along with personal goals. The children have been taught about British values and the importance of a healthy lifestyle, and have discussed 'Habits of Mind' with a focus on Thinking Flexibly, Questioning and Problem Posing and Taking Responsible Risks.</i>
French	<i>The children have been taught words and phrases to enable them to use simple greetings and other key vocabulary. They have been taught words and phrases relating to numbers, colours, birthdays, body parts, clothes and family members. They have applied this</i>

	<p><i>knowledge in games, songs and simple role play activities, as well as in everyday routines such as registration. The children have also had the opportunity to learn about some traditions in France and listened to some simple stories read aloud in French.</i></p>
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