

YEAR 3
AUTUMN 2026

STONE AGE, BRONZE AGE, IRON AGE



British History 1: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?

Investigating life in prehistoric Britain by exploring the Stone, Bronze and Iron Ages and placing them within a wider historical timeline

British History 2 (starting in first half term and completing in the 2nd half of the term):

Exploring Roman Britain by investigating why the Romans invaded and settled in Britain and how the Celts responded.

COMPUTING

- To explain how digital devices function
- To explain that digital devices produce outputs
- To identify input and output devices
- To recognise how digital devices can change the way that we work
- To explain how a computer network can be used to share information
- To explore how digital devices can be connected
- To recognise the physical components of a network



SCIENCE

Rocks, fossils and soil

- To group rocks using their appearance
- To observe rocks closely
- To group rocks using their physical appearance
- To make predictions
- To explain observations over time
- To describe the process of fossil formation
- To present research on fossil formation
- To compare soils and how they were formed
- To record the drainage rate for different soils in a bar chart
- To describe a soil sample using sedimentation
- To draw and label a diagram



HISTORY

British History – Would I prefer to live in the Stone Age, Bronze Age or Iron Age?

- To sequence events on a timeline
- To understand that history is divided into periods of history e.g. Stone Age, Neolithic Period
- To use dates to work out intervals between time and the duration of historical events or periods
- To use a range of sources to construct knowledge of the past
- To identify reasons for historical events, situations and changes
- To identify similarities and differences
- To identify links between different societies
- To extract appropriate information



ART

Telling Stories through drawing and making

- To see how artists are often inspired by other artists often working in different art forms
- To understand how artists use sketchbooks to understand and explore their own response to artists work
- To make responses using my sketchbook
- To make a sculpture using materials to model or construct which is inspired by a character in a book or a film
- To reflect and share how the way I made my sculpture helps capture my feelings about the original character
- To share my feedback about my classmates work
- To take photographs of my work thinking about focus, background and lighting

MUSIC

Sing with sense of awareness of pulse and control rhythm

- To understand how mouth shapes can affect voice sounds
- To follow pitch movement with their hands and use high low and middle voices
- To explore and perform different of accompaniment
- To create sequence of movements in response to sound
- To identify different sound sources

- To create and choose sounds in response to given stimulus
- To accompany song by clapping the pulse
- To create sound effects
- To play instruments in different ways
- To perform together and follow instructions that combine the musical element
- To identify how different sounds can give message
- To sing expressively with awareness and control of the musical elements
- To recognise how music can create different intensions
- To play accompaniment with control and accuracy
- To perform with an awareness of different parts
- Select appropriate instruments for a purpose

PE



Gymnastics / Cross Country

- To identify some muscle groups used in gymnastic activities
- To select and use the most appropriate skills, actions or ideas
- To move and use actions with co-ordination and control
- To select and use the most appropriate skills, actions or ideas
- To show good control in my movements
- Describe how their performance has improved over time
- Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements
- To modify their use of skills or techniques to achieve a better result
- To explain how my work is similar and different from that of others
- To evaluate and improve dance/gym performances by recording and viewing their rehearsals
- To perform longer and more complex routines both with and without a partner that follow a theme on floor and along apparatus
- To adapt sequences to suit different types of apparatus and their partner's ability
- To work with a partner to create, repeat and improve a sequence with at least three phases
- To include changes of speed, level and direction in routines
- To combine action, balance, expression and shape
- To use equipment to vault in a variety of ways
- To carry out balances, recognising the position of their centre of gravity and how this affects the balance
- To develop strength, technique and flexibility throughout performances

RE

What makes us human?

- To discuss their own views
- To present their own views thoughtfully and creatively
- To ask open questions
- To think about their own ideas
- To ask questions about what others think and do and how they show their own beliefs
- Discussing how different sources provide different pieces of information
- To reflect how others might see the world and how they can show respect



FRENCH

French Greetings

- To listen and respond to single words and short phrases
- To begin to notice common spelling patterns
- To begin to recognise some familiar French words in written form
- To ask and answer simple questions
- To practice speaking with a partner
- To use short phrases to give information
- To recognise familiar rhymes and songs
- To build confidence by repeating short phrases with increasing accuracy

PHSE

At the end of this unit most pupils will:

- be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class
- be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school
- be able to identify people at home, at school and in other contexts of their lives to include in their support networks
- know how they can access support and some ways they can help other people.