



class: Year 3

Term: Autumn Term 2021

Minds to learn hearts to care.

Literacy *Revising/Consolidating key objectives from Y2*

Reading

- Children will be listening to and discussing a wide range of fiction, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Using dictionaries to check the meaning of words that they have read
- Increasing their familiarity with a wide range of books and retelling some of these orally
- preparing poems read aloud and to perform, showing understanding through intonation, tone, volume and action
- Identifying themes and conventions in a wide range of books
- Discussing words and phrases that capture the reader's interest and imagination

Writing

Children will plan their writing by:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Extending their use of grammatical features
- Discussing and recording ideas
- Draft and write by:
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organising paragraphs around a theme
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- Evaluate and edit by:
- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

SPAG *Revising/Consolidating key objectives from Y2*

- Using .?! , apostrophes and direct speech
- Nouns, verbs, adjectives, adverbs, conjunctions, prepositions to show time. Past/present tense
- Spelling: suffixes, prefixes, homophones

Numeracy *Revising/Consolidating key objectives from Y2*

Number and Place value

- with increasing fluency count forwards and backwards in steps of 2,3 and 5 from 0 and begin to count multiples of 50 and 100
- find 10 more or 10 less than a given number within 100
- continue to recognise the place value of each digit in a two and begin to recognise the place value in a three-digit number (hundreds, tens, ones)
- identify, represent and estimate numbers using different representations
- begin to order numbers from 0 up to 1000
- begin to read and write numbers to at least 500 in numerals and words
- solve number problems and practical problems involving these ideas based on the above

Addition & Subtraction

- begin to add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and ten
- add 2 two-digit numbers using the formal written method of columnar addition and subtraction with increasing accuracy
- estimate the answer to a calculation
- begin to solve problems, including missing number problems, using number facts, place value, and addition and subtraction

Multiplication & Division

- recall and use the multiplication and division facts for the 3 multiplication table (*continue to recall and use multiplication and division facts for the 2,5 and 10 tables, including recognising odd and even*).
- write and calculate mathematical statements for multiplication and continue to recall and use multiplication and division facts for the 2,5 and 10 tables(including recognising odd and even) and recall division using the multiplication tables that they know (x2 x3 ,x 5 ,x10)

Measure

- Measure & compare, add & subtract lengths (M/cm)
- Find the perimeter of simple 2D shapes

Science

Working scientifically: Pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

In context: Pupils will notice that some **Forces** need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.

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. Recognise that soils are made from rocks and organic matter.

Cross curricular Literacy links

Fiction texts: Stone Age Boy & The Street beneath my Feet

Information text/ non-chronological report

Instruction writing

Recounts

Retelling the story with dialogue / adventure story

Stone Age Art/ DT (cave paintings/ shelters)

New vocabulary- Stone Age, Magnets, Rocks, Volcanoes

Cross curricular Numeracy links

Venn and Carroll diagrams linked to rocks

Coordinates linked to map work- Volcanoes

Measures Time/dates

Place value (significant dates)

Problem solving

Spanish

Listen attentively to spoken language and show understanding by joining in and responding

- Greetings- hello, goodbye, my name is, how are you...
- Numbers 1-15 I am 8 years old...
- Colours
- Months- My birthday is...
- Christmas celebrations

Geography – *Volcanoes*

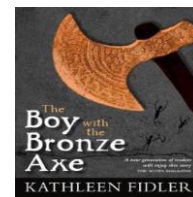
Pupils will develop their knowledge and understanding of Volcanoes; where in the world are volcanoes located? Why are they found there? What is an active/ dormant volcano? What happens when a volcano erupts? What effect do volcanoes have on the environment and people?

History – *Who were Britain's first builders?*

Focus: building and technology in earliest settlements, key features of an area, chronology and change over time, using artefacts as primary sources, aware of representations of the past. Pupils will note connections, contrasts and trends over time. They will devise questions and organise historical information. They will develop an understanding of how our knowledge of the past is constructed from a range of sources.

Who were the first people in Britain?

What was life like during the Stone Age? What happened during the Stone Age? Why and how were cave paintings used? What kind of homes did they live in? What did they eat? Where and what is Skara Brae? What are the main differences between life today and in the Stone Age?



R.E.

How do Hindus worship?

How and why is Advent important to Christians?

Developing knowledge about features of Hinduism including private and communal worship, celebration, symbols and stories.

Children will develop a knowledge and understanding of religion, undertake critical thinking and practise personal reflection throughout.

Music:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Listen with attention to detail and recall sounds with increasing aural memory
Hindi Music lesson *Lakshmi and the washer woman*

PSHE Following the Go-givers themes of:

- Our Class
- Rules
- Respect
- Belonging to groups
- Climate change

British Values- The rule of law

RSE: Making me- confidence & Resilience

P.E.

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate.

The children will take part in fitness activities and learn Tag Rugby skills: ball handling, movement, passing, tackling.

Computing

Digital literacy- children will increase the accuracy of their keyword searches.

Coding

E-Safety

Art:

Drawing and sketching- shading, tone, texture and detail. Exploring Cave paintings and draw paying attention to detail.

DT/Forest school

Making a Stone Age shelter and a woodland creature. Mechanisms- creating moving parts. The Eatwell plate and where food comes from.