Year 3 Autumn Term Overview

English:

Reading: Greta and the Giants:



-Focus on the narrative and non-narrative section of the core text
-Exploring Greta's character
-Understanding climate change

Pebble in my Pocket:



-Summarising, scanning for retrieval and understanding vocabulary
- Comparing, inferring the meaning of vocabulary and personal response
-Comparison, retrieval of language and details and understanding key themes
-Summarising, comparing and offering personal responses

Leon and the Place between:



-Focus on the core text for summarising and authorial intent
-Retrieval
-Prediction and personal response
-Comparing and understanding themes
-Comparing and a personal response
-Inference

'Twas the night before Christmas:



-Summarising and authorial intent
-Diary extract and two information texts for retrieval and comparing
-Comparing and a personal response
-Inference

Writing:

Writing poetry on a theme- emotions:
-Recognising themes, poetic devices and similes
-Writing, editing and performing a poem

First person narrative descriptions:
-Using adjectives, noun phrases, adverbs, first person perspective, using a model structure and conjunctions

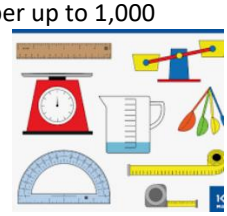
Non-Chronological reports:
-Use of formal tone, text organisation and structure, paragraphing, pronouns to avoid repetition, conjunctions, precise vocabulary, editing

Writing dialogue through narrative:
-Using speech punctuation, past tense, third person perspective, precise vocabulary, historical references and dialogue to move events forward

Maths:



Place value:
-Number and place value including reading, writing, ordering, partitioning, estimating and comparing number up to 1,000
-Count in 50s and 100s



Addition and subtraction:
-Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
-Add and subtract numbers with up to three digits, using pictorial and formal written methods of columnar addition and subtraction
-Estimate the answer to calculations and use inverse operations to check answers
-Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction

Multiplication and division:
-Recall and use multiplication and division facts for the 3- and 4-times tables
-Calculate mentally and write mathematical statements for multiplication and division using the multiplication tables they know
-Solve problems using multiplication and division
-Calculate using formal methods of multiplication and division

Science:



Rocks:
-How rocks are formed
-Types of rocks
-How rocks change
-Testing rocks to identify it as limestone or chalk
-What soils are made from
-How fossils formed

Animals, including humans:
-How foods give us nutrition
-My skeleton and what it does
-My muscles and what they do

Scientific Enquiry:
-Grouping and Classifying
-Researching using secondary sources
-Asking relevant questions and using different types of scientific enquiries to answer them
-Comparative and fair tests

Useful Information for Parents:

Year 3 pupils are expected to read daily/frequently (ideally, at least 5 times per week). Also, Year 3 pupils are expected to practise spellings and times tables ('Frog Club'), weekly.

Spellings – Homework is set weekly on curriculum words, common errors or taught strategies. A paper copy will be sent home, along with an electronic copy on Seesaw.

Reading – Record the page number and a brief comment (from parent/carer) in the reading diary, at least 5 times per week.

Maths: Weekly Sumdog activities are set linked to the class learning and Times Tables practice is sent home for Frog Club.

Useful websites: Sumdog, TT Rockstars, Hit the Button and Curriculum Visions.

TRIP: The Discovery Centre, Craven Arms - linked to our science and history work.

Art and Design:



Block A - Drawing and painting:
Pupils will experiment by using a range of materials, including paint, to create different marks. They will also mix colours. Pupils will be taught how to use a variety of painting techniques. They will explore how to combine techniques to create texture and shape.

Block B – Printmaking:
Pupils will explore the range of marks that can be made through printing. They will make their own printing blocks and print on different surfaces.

Languages (French):

Block A - Greetings and the classroom:
-Learn how to greet people
-Learn how to say colours
-Learn the names of some classroom objects

Block B - Numbers, colours and emotions:
-Learn how to count to 10
-Learn the names of the primary colours
-Learn words to describe their emotions

Computing (including e-safety):

Digital safety - Be Internet Legends!:
Online reputation - what to share and what to say online
Passwords and behaviour – protecting yourself and others
Being brave online – When in doubt, discuss

Computer Science – 'My First Movie!':
Record and edit a movie. Build a montage for a movie. Add a storyline to a movie.

Using loops and repetition:
Using loops to create shapes (and different loops such as infinite and count-controlled). Animate your name. Modify an existing game. Design a game. Create
a game.

Music:

Beat and rhythm:
-Keeping a beat
-Repeated rhythm patterns
-Rhythm notation for crotchets, quavers, minims and crotchet rests.
-Performing and composing using rhythm notation



Melodic patterns:
-Recognise that music can be organised around repeated patterns
-Playing melodic and rhythmic patterns with increasing accuracy
-Compose and perform music with given pattern

Design Technology:



Block A – Textiles:
Pupils will explore ways to stiffen fabric. They will have the opportunity to cover a box with cloth and then go on to create a rigid box out of fabric.

Block B – Food and nutrition:
Pupils will consider what a balanced diet is. They will make two products that are often bought pre-made or highly processed which will be creating a fruit yoghurt and making chips.



Physical Education:

Gymnastics: Use different pathways, directions and shapes. Consolidate and improve movements. Relate strength and flexibility to actions. To use basic compositional ideas. Perform sequences.

Invasion games – Football: Use the inside of the foot to pass the ball. Trap a ball that is moving along the ground with control. Pass the ball accurately into space over short distances. Identify and move into space to receive the ball. Use the outside of the foot to control the ball and dribble. Cushion the ball when receiving. using basic rules. -Shoot at a goal using appropriate skills.

Dance: Recall and repeat movement phrases from memory. Order their ideas to structure a simple dance. Create a solo dance phrase. Order duet ideas to structure a simple dance showing character and narrative. Combine solo and duet phrases into a class dance. Perform a dance accurately and with flair, showing enjoyment and engagement.

Striking and fielding – Cricket: Hit a stationary ball into space using the straight drive. Bowl underarm to a batter with some consistency. Use the correct footwork to strike a bowled ball. Stop a moving ball using the long barrier technique. Throw longer distances overarm. Perform as a wicketkeeper.

Physical/mental health and wellbeing: Daily mile

Humanities:

Geography: Map and fieldwork skills using human and physical geography:

-What are the 8 points on the compass?
-Where are the physical and human features located in this place?
-What human and physical features can you identify on a map?

History: The Stone Age to Iron Age:

-What were the 3 periods of the Stone Age?
-What was the Palaeolithic period like? How do we know?
-What was the Mesolithic period like? How do we know?
-What was the Neolithic period like? How do we know?
-What was the Bronze Age like? How do we know?
-What was the Iron Age period like? How do we know?
-What do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?

Religious Education:

Hinduism: Understanding a sense of belonging and why Diwali celebrations bring a sense of belonging to a Hindu child. Explore the story of Rama and Sita and create diva lamps.

Christianity: Explore the true meaning of Christmas. Explore connections with Christmas with religious and non-religious communities. Develop an understanding of the Christmas story.

PSHE:

Mental Health and Emotional Wellbeing:

-Return to school wellbeing activities
-Develop a growth mindset, set personal goals for the year and learning how to deal with put downs and setbacks

Relationships – Friendship:

Know what makes a good friend:
-Understand why friendship is important and how to be a good friend

Falling out with friends:
-To learn how to maintain good friendships
-To learn about solving disagreements and conflicts with peers

Health and Wellbeing – Keeping safe at home and at school:

-Recognise hazards and know how to keep our bodies safe and protected
-Know that my body belongs to me and should not be hurt or touched without my permission
-Know how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)
-Know how to react and respond if there is an accident and how to deal with minor injuries