

Autumn Term 2019 - Year 3

Reading -

The Nothing to see here Hotel

A Boy called Christmas

- ✓ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.
- ✓ Explain the meaning of unfamiliar words by using the context.
- ✓ Use dictionaries to check meanings of words they have read
- ✓ Raise questions during the reading process to deepen understanding e.g. I wonder why the character.
- ✓ Discuss their understanding of the text.
- ✓ Make predictions based on details stated.
- ✓ Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.
- ✓ Regularly listen to whole novels read aloud by the teacher.
- ✓ Sequence and discuss the main events in stories.
- ✓ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.

Writing -

Journey Stories, Non-Chronological reports , Play Scripts and Haiku and Cinquian Poetry

- ✓ Use the determiner *a* or *an* according to whether the next word begins with a consonant or vowel e.g. *a rock, an open box*.
- ✓ Identify clauses in sentences.
- ✓ Explore and identify main and subordinate clauses in complex sentences.
- ✓ Explore, identify and create complex sentences using a range of conjunctions e.g. *when, if because, although, while, since, until, before, after, so*.
- ✓ Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats*.
- ✓ Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.
- ✓ Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up
- ✓ Create and develop plots based on a model.
- ✓ Use headings and sub headings to organise information.
- ✓ Discuss and propose changes with partners and in small groups.
- ✓ Improve writing in the light of evaluation.
- ✓ Use appropriate intonation, tone and volume to present their writing to a group or class.
- ✓ Write legibly.
- ✓ Use further prefixes *dis_*, *mis_*, *re_* and suffixes *_ly*, *_ous*, and understand how to add them.
- ✓ Spell words containing the /u/ sound spelt ou, e.g. young, touch, double
- ✓ Spell words with endings sounding like ch /, e.g. creature, furniture, adventure

Maths

Place Value, Addition and Subtraction

Multiplication and Division

- ✓ Hundreds
- ✓ Represent numbers to 1,000
- ✓ 100s, 10s and 1s
- ✓ Place numbers on a number line to 1,000
- ✓ Find 1, 10, 100 more or less than a given number
- ✓ Compare objects to 1,000
- ✓ Compare numbers to 1,000
- ✓ Order numbers
- ✓ Count in 50s
- ✓ Add and subtract multiples of 100
- ✓ Add and subtract 3-digit numbers and ones - not crossing 10
- ✓ Add 3-digit and 1-digit numbers - crossing 10
- ✓ Subtract a 1-digit number from a 3-digit number - crossing 10
- ✓ Add and subtract 3-digit numbers and tens - not crossing 100
- ✓ Add a 3-digit number and tens - crossing 100
- ✓ Subtract tens from a 3-digit number - crossing 100
- ✓ Add and subtract 100s
- ✓ Add and subtract a 2-digit and 3-digit number - not crossing 10 or 100
- ✓ Add a 2-digit and 3-digit number - crossing 10 or 100
- ✓ Subtract a 2-digit number from a 3-digit number - cross the 10 or 100
- ✓ Add two 3-digit numbers - not crossing 10 or 100
- ✓ Add two 3-digit numbers - crossing 10 or 100
- ✓ Subtract a 3-digit number from a 3-digit number - no exchange
- ✓ Subtract a 3-digit number from a 3-digit number - exchange
- ✓ Estimate answers to calculations
- ✓ Multiplication - equal groups
- ✓ Multiplying by 3
- ✓ Dividing by 3
- ✓ The 3 times-table
- ✓ Multiplying by 4
- ✓ Dividing by 4
- ✓ The 4 times-table
- ✓ Multiplying by 8
- ✓ Dividing by 8
- ✓ The 8 times-table

Science

Light and Shadow, The Skeleton and Healthy Eating

- ✓ Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- ✓ An adequate and varied diet is beneficial to health (along with a good supply of air and clean water).
- ✓ Regular and varied exercise from a variety of different activities is beneficial to health (focus on energy in versus energy out. Include information on making informed choices)
- ✓ Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- ✓ Identify animals (vertebrates) which have a skeleton which supports their body, aids movement & protects vital organs (be able to name some of the vital organs).
- ✓ Identify animals without internal skeletons/backbones (invertebrates) and describe how they have adapted other ways to support themselves, move & protect their vital organs.
- ✓ Know how the skeletons of birds, mammals, fish, amphibians or reptiles are similar (backbone, ribs, skull, bones used for movement) and the differences in their skeletons.
- ✓ Know that muscles, which are attached to the skeleton, help animals move parts of their body.
- ✓ Explore how humans grow bigger as they reach maturity by making comparisons linked to body proportions and skeleton growth - e.g. do people with longer legs have longer arm spans?
- ✓ Recognise that animals are alive; they move, feed, grow, use their senses and reproduce.
- ✓ Recognise that they need light in order to see things and that dark is the absence of light.
- ✓ Notice that light is reflected from surfaces.
- ✓ Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- ✓ Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- ✓ Find patterns in the way that the size of shadows change.

Geography

Our World

- ✓ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)?
- ✓ Locate the world's countries, focusing on Europe and North and South America
- ✓ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- ✓ Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

History

Children down the mine

- ✓ Make some links between and across periods, such as the differences between clothes, food, buildings or transport?
- ✓ Show their knowledge and understanding of local, national and international history.
- ✓ Understand some of the ways in which people's lives have shaped this nation?
- ✓ Construct informed responses that involve thoughtful selection and organisation of relevant historical information?
- ✓ Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past?
- ✓ Understand some of the methods of historical enquiry, how evidence is used to make historical claims?

French -

Unit 1 Je Parle Francais

- ✓ To understand: greetings, the numbers from 0-12, the French words for objects in the classroom, simple instructions, questions asking how I am
- ✓ To say: hello and goodbye, how you are, numbers from 0-12, classroom objects, ask others their name, ask others how they are, perform a simple role-play asking for objects, say what is in your pencil case, bag and classroom.
- ✓ To read: the words hello and goodbye, the words for classroom objects
- ✓ To write: the words for classroom objects a conversation asking how someone is with a response simple sentences about what is in their pencil case bag and classroom.

RE

Christianity

- ✓ Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.
- ✓ Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

PE

Team Games and Dance

PHSE

Health and Well-Being

- ✓ To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet
- ✓ To learn what is meant by the term 'habit' and why habits can be hard to change
- ✓ For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- ✓ For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
- ✓ For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.
- ✓ To understand school rules about health and safety, basic emergency aid procedures, where and how to get help
- ✓ To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

Art and Design - Portraits (charcoal)

- ✓ to create sketch books to record their observations and use them to review and revisit ideas
- ✓ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Design and Technology - Healthy snacks

- ✓ design purposeful, functional, appealing products for themselves and other users based on design criteria
- ✓ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- ✓ evaluate their ideas and products against design criteria
- ✓ understand and apply the principles of a healthy and varied diet

Music - Let your spirit fly

- ✓ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- ✓ Develop an understanding of the history of music.

ICT - Internet safety and coding