

## Maths

- Recognise the place value of each digit in a three digit number (hundreds, tens, ones)
- Read and write numbers up to 1,000 in numerals and in words
- Identify, represent and estimate numbers using different representations
- Compare and order numbers up to 1,000
- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- Solve number problems and practical problems involving these ideas
- Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- Estimate the answer to a calculation and use inverse operations to check answers
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects

# Work to be covered in the Autumn Term by Year 3.

This information has been provided so that you are fully aware of the work your child will cover over the term.

We hope it will also enable you to support your child at home in their studies.

If there is anything contained within this leaflet that you don't understand, please contact your child's class teacher.

## English

- Improve the descriptive language features in their narrative writing including description of setting/character.
- Study and draft Instruction texts using the features.
- Know the language features of poetry, perform poems and use features to aid poetry writing.
- Study and draft Information texts using the features
- Draft and improve written work, by adding more detail, more effective vocabulary, varying sentence structure, punctuation and paragraphing.
- Improve handwriting and presentation of work
- Learn spelling patterns including revisiting phonics from phase 5 & 6 of Letters and Sounds, plus the use of prefix and suffix. Apply rules when working out how to spell words.
- Develop and secure knowledge of subject, predicate, adverbs, ordinal determiners and conjunctions by demonstrating this in writing.
- Begin to use dictionaries to find the definition of words
- Improve reading comprehension skills using poetry, narrative, instruction and information texts.

**Geography: Why do some Earthquakes cause more damage than others?**

- To know what causes earthquakes.
- To know the locations of significant earthquakes on a map.
- Observe and record destruction caused by Earthquakes
- Understand what life is like for people who live close to possible Earthquake zones

**Why are Jungles so wet and Deserts so dry?**

- Observe, describe and explain in basic terms the pattern of climate in the United Kingdom;
- Identify, describe and begin to offer reasons for the different types of climate around the world;
- Compare and contrast the temperature and rainfall data in different locations in the world;
- Construct a climate graph from temperature and rainfall data for the UK
- Understand how climate affects both the landscape of different biomes and the plants and animals that can live there;
- Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world;

**Computing:**

**Basic Knowledge**

- Log on to servers
- Open programmes
- Use word processing (Microsoft Word)
- Use Power Point to generate presentations
- Open and Save documents

**Computing: E Safety**

- Learning about staying safe on the Internet
- Studying potential dangers

**PSCHE: Citizenship - Being Responsible and Being Me**

- Identify why rules are needed in different situations
- Understand that there are human rights to protect everyone
- Explore rights and responsibilities
- Develop skills to carry out responsibilities
- Explore how to resolve difference and respect points of view
- Explore what being part of a community means and how they belong
- Listen and respond respectfully
- Identify similarities and differences between us arise from a number of factors

**PSHCE: Antibullying**

- To explain what bullying is and to say how a bullied person feels.
- To recognise who they can talk to if they were upset or being bullied .
- To explain what to do if they are being bullied.
- To explore the issue of cyber bullying
- To know that people who use the internet aren't always who they say they are.
- To consider ways in which people can become 'outsiders'
- To consider ways in which we are unique

**Safeguarding - Curriculum Links**

**PSHCE - Anti Bullying Week**

- Drugs Education - safe and unsafe medicines
- Visit from Community Police Officers in relation to Drugs

Topic (Health/Skeletons/Bones) - Labelling body parts (BOYS and GIRLS book)

**Computing** - Online Safety - Dangers of the Internet  
Lucy and the Boy/ I saw your Willy/NSPCC Share aware -  
CEOP/Think U Know website during online safety lessons

**Science:**

**Nutrition, Skeletons and Muscles**

- To used timed conditions to conduct a fair test.
- To present results in a bar chart.
- To know all animals, including humans, need to feed to grow and be active.
- To know an adequate and varied diet is needed to keep healthy
- To know that humans and some other animals have skeletons and muscles to support and protect their bodies and help them to move
- To know animals with skeletons have muscles attached to bones.
- To know muscles contract to make a bone move. To know that muscles act in pairs.
- Know the effects of exercise on the heart.

**Working Scientifically**

- To make systematic and careful observations, and where appropriate, taking accurate measurements.
- To ask relevant questions and using different types of scientific enquiries to answer them.
- To record findings using simple scientific language, drawings and labelled diagrams.
- To set up simple practical enquiries, comparative and fair tests.
- To record findings in a table.

<p><b><u>PE (REAL PE - Indoor and Outdoor)</u></b>  <b>Personal and Footwork development</b></p> <ul style="list-style-type: none"> <li>• Use balance and control in a range of footwork skills</li> <li>• Develop fluent and smooth movements</li> <li>• Perform movements in a range of directions and on both sides</li> <li>• Ask for help when appropriate</li> <li>• Show resilience</li> <li>• Set personal challenges</li> </ul> <p><b>Dynamic Balance, Static Balance and Social Skills</b></p> <ul style="list-style-type: none"> <li>• Ben knees on take- off and landing</li> <li>• Swing arms to help gain height and use them to balance on landing</li> <li>• Land softly so there is no noise</li> <li>• Show patience and support to others</li> <li>• Help, praise and support others</li> </ul> <p><b><u>DT: Food (Fruit Salad)</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate a range of fruits using different criteria</li> <li>• Give basic instructions for making a fruit salad.</li> <li>• Identify good practice for maintaining food hygiene</li> <li>• Use utensils safely</li> <li>• Evaluate my own and others' fruit salads</li> <li>• Evaluate the process and suggest what they might do differently next time</li> </ul> <p><b><u>Art: Painting and Printing- Eric Carle picture books</u></b></p> <ul style="list-style-type: none"> <li>• Explore and recreate patterns and textures with a range of materials</li> <li>• Explore images and recreate texture</li> <li>• To be able to use equipment with increasing confidence</li> </ul>	<p><b><u>Music: Building Site</u></b></p> <ul style="list-style-type: none"> <li>• Select descriptive sounds to accompany a piece of music</li> <li>• Compose accompaniments considering changes to timbre</li> <li>• Understand Ternary Form</li> <li>• Sing Songs with expression,</li> </ul> <p><b><u>French: Salut! Greetings</u></b></p> <ul style="list-style-type: none"> <li>• To know how to greet friends in French</li> <li>• To vary greetings according to the time of day</li> <li>• To read French greetings</li> <li>• To find out about the Nord-Pas de Calais</li> </ul> <p><b><u>French: Au revoir! Goodbye</u></b></p> <ul style="list-style-type: none"> <li>• To know how to say goodbye in French</li> <li>• To explore how different farewells go in and out of fashion</li> <li>• To read and write terms for saying goodbye in French</li> </ul> <p>To consolidate knowledge of saying and reading greetings and farewells in French</p>	<p><b><u>RE: Leaders worth following</u></b></p> <ul style="list-style-type: none"> <li>• Explain who I admire and why I admire them</li> <li>• Explore ways that we can lead, leaders in our lives and about British leaders.</li> <li>• Explain why Sikhs follow Guru Nanak, and describe what he taught.</li> <li>• Describe the significance of langar to Sikhs</li> </ul> <p><b><u>Christianity (Christmas)</u></b></p> <ul style="list-style-type: none"> <li>• Explain that angels are messengers of God and who they appear to</li> <li>• Identify the feelings of the people who see angels and the impact of the visit</li> <li>• Describe angelic events in the nativity story and possibly in the old testament</li> <li>• Ask some thoughtful questions about angels and respond to questions about Angels</li> <li>• Reflect on and express their own thoughts and feelings about angels</li> </ul>
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