

# 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.

## Maths

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
- Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
- Recall & use  $\times$  and  $\div$  facts for the 3, 4 and 8 tables.
- Write and calculate statements for  $\times$  and  $\div$  using tables they know. Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Compare durations of events.
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- Compare and order numbers up to 1000 .
- Identify, represent and estimate numbers using different representations.
- Read and write numbers up to 1000 in numerals and in words.
- 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 & subtract numbers with up to three digits, using formal written methods of columnar + and -
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
- Interpret and present data using bar charts, pictograms and tables
- Solve one and two step questions

- Write and calculate statements for  $\times$  and  $\div$  using tables they know, including for TU  $\times$  U using mental and progressing to formal written methods.
- Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  &  $\frac{3}{4}$  of a length, shape, set of objects or quantity (Y2 objective)
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Recognise and use fractions as numbers: unit fractions & non-unit fractions with small denominators
- Measure, compare, add and subtract: lengths (m/cm/mm).
- Identify & describe the properties of 2-D shapes, including the number of sides & line symmetry in a vertical line
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

## English

- Study non chronological reports and write reports using the correct features.
- Learn the conventions of dialogue in texts including plays.
- Know the features of Fact files and use these to present information.
- Improve the descriptive language features in their writing including description of setting.
- Improve handwriting and presentation of work
- Learn spelling patterns including the use of prefix and suffix. Apply rules when working out how to spell words.
- Develop and secure knowledge of adverbs, time connectives and demonstrate this in writing.
- Practise drafting and improving written work by adding more detail, more effective vocabulary, varying sentence structure, direct speech, punctuation and paragraphing.
- Improve comprehension skills

**PSCHE: Citizenship – Why do we have rules?**

- Give an receive constructive feedback in a structured situation
- To explain the differences between wants, needs and rights
- To know that all children have the same needs and rights
- Understand that rights come with responsibilities.
- Identify ways they are connected with people and places around the world Understand that they belong to different groups and communities
- To empathise with the experiences of other people and describe situations from other points of view

**PSHCE: Antbullying**

- 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

**PSHCE: Drugs Education (linked to Science)**

- To identify what a risk is and the different types of risk people take.
- To consider choices and how they affect our lives. To distinguish between safe and harmful and to know some substances can be harmful if misused To know some substances can be harmful if misused.
- To learn rules about Health and safety and where to get help To describe the effects of tobacco on the body and begin to understand the reasons people smoke

**Geography: What Makes the Earth Angry?**

- To know what causes a volcano to erupt
- To locate the location of volcanoes and countries on a world map
- To know what happens when cracks appear in the Earth's crust.
- To know that volcanoes give off poisonous gases that cannot be seen.
- To know what causes earthquakes.
- To know the locations of significant earthquakes on a map.
- To know what causes extreme weather in our country.

**ICT:**

**Basic Knowledge**

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

**Computer Programming (Using Scratch - which can be downloaded from the Internet).**

- Create a storyboard for an animation
- Write a computer program for an animation
- Correct mistakes in a program
- Create sound and graphics for an animation
- Explain how a storyboard and animation are linked
- Find and correct 'bugs' in a program
- Upload information to the Scratch website.

**ICT: E Safety**

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

**Science:**

**Forces and Magnets:**

- Recognise pushes and pulls as forces
- Understand how magnets work (poles)
- Know materials which are /are not magnetic
- Investigate strength of magnets
- Record results to investigations independently.

**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.

**Science: Rocks**

- To know the definition of a rock
- To sort and classify rocks. To explore how and why rocks change over time.
- To know names of types of rock.
- To understand what fossils are and how they are formed. To investigate whether rocks let water through them.
- To know what soil is.
- To investigate what happens to soil when it is mixed with water.

**Music: Building Site/Environment**

- Select descriptive sounds to accompany a piece of music
- Compose accompaniments considering changes to timbre
- Understand Ternary Form
- Sing Songs with expression,
  
- Understand sequences in music
- Use voices and action to perform rhythms
- Understand and combine rhythm in layers
- Make choices about musical structure.

**PE: Invasion Games (outdoor)**

- To mark a space between attackers
- To choose the best position to be in to mark a space
- To evaluate different marking positions
- To mark a player with/without a ball
- To tackle with hands, feet and stick
- Develop a variety of sending and receiving skills
- To design simple patterns of play from a free pass

**PE: Dance (Indoor)**

- Respond imaginatively to a stimulus
- Use movement and patterns to structure dance phrases on their own and with a partner
- Choose movements
- Remember and repeat simple dance phrases
- Work in unison with a partner
- Use descriptive words when talking about dance.

**French: Salut! Greetings**

- To know how to greet friends in French
- To vary greetings according to the time of day
- To read French greetings
- To find out about the Nord-Pas de Calais

**French: Au revoir! Goodbye**

- To know how to say goodbye in French
- To explore how different farewells go in and out of fashion
- To read and write terms for saying goodbye in French
- To consolidate knowledge of saying and reading greetings and farewells in French

**RE: Hinduism/Christmas**

- Know the key stories linked to the celebration of Diwali
- Know the customs associated with the Hindu religion.
- Compare Hindu beliefs with their own.
  
- Have a secure knowledge of the Christian Christmas story.
- Empathise with Christians beliefs around Christmas.
- Reflect upon their own beliefs.

**DT: Volcanoes/ Fixing and Joining**

- To examine and explore 3D representations and structures
- To design and make a 3D structure
- To experiment with different linking and fastening techniques
- To evaluate designs highlighting future amendments.

**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

