

Maths

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
- Identify, represent and estimate numbers using different representations.
- Read and write numbers up to 1000 in numerals and in words.
- Compare and order numbers up to 1000 .
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).

- 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 column + and -
- Add and subtract amounts of money to give change, using both £ and p in practical contexts

- 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, including for $TU \times U$ using mental and progressing to formal written methods.
- Solve one and two step word problems

Solve mathematical problems for all of the above and reason mathematically.

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 writing including description of setting/character.
- Study and write Instruction texts using the correct features.
- Learn the conventions of dialogue in texts including plays.
- Know the language features of narrative poetry, perform poems and use features to aid poetry writing.
- Improve handwriting and presentation of work
- Practise drafting and improving written work by adding more detail, more effective vocabulary, varying sentence structure, direct speech, punctuation and paragraphing.
- Learn spelling patterns including 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 comprehension skills

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 - 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

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><u>PE: Basketball (outdoor)</u></p> <ul style="list-style-type: none"> • To control a ball • To bounce a ball with accuracy • To aim a ball at a target • Defend a target • To use basketball skills as part of a mini game <p><u>PE: Gymnastics (Indoor)</u></p> <ul style="list-style-type: none"> • To step, jump and roll • To experiment with ways of turning using the body To balance with control on two points • To learn a sequence of travelling techniques and balances <p><u>DT: Food (Fruit Salad)</u></p> <ul style="list-style-type: none"> • Evaluate a range of fruits using different criteria • Give basic instructions for making a fruit salad. • Identify good practice for maintaining food hygiene • Use utensils safely • Evaluate my own and others' fruit salads • Evaluate the process and suggest what they might do differently next time <p><u>Art: Investigating hot and cold colours</u></p> <ul style="list-style-type: none"> • Use a variety of medium to explore hot and cold colours • To mix paints to create hot and cold colours • To develop and understanding of the features of artwork created by the artist Kate Fortin 	<p><u>Music: Building Site</u></p> <ul style="list-style-type: none"> • Select descriptive sounds to accompany a piece of music • Compose accompaniments considering changes to timbre • Understand Ternary Form • Sing Songs with expression, <p><u>French: Salut! Greetings</u></p> <ul style="list-style-type: none"> • 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 <p><u>French: Au revoir! Goodbye</u></p> <ul style="list-style-type: none"> • 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 <p>To consolidate knowledge of saying and reading greetings and farewells in French</p>	<p><u>RE: Leaders worth following</u></p> <ul style="list-style-type: none"> • Explain who I admire and why I admire them • Explore ways that we can lead, leaders in our lives and about British leaders. • Explain why Sikhs follow Guru Nanak, and describe what he taught. • Describe the significance of langar to Sikhs <p><u>Hinduism</u></p> <ul style="list-style-type: none"> • Consider what it means to belong to a group • Explain the meaning of Rama and Sita story • Understand the purpose of creating rangoli patterns • Understand how Divali is celebrated in the Hindu home • Explain how Divali brings a sense of belonging to Hindus. <p><u>Christianity (Christmas)</u></p> <ul style="list-style-type: none"> • Explain that angels are messengers of God and who they appear to • Identify the feelings of the people who see angels and the impact of the visit • Describe angelic events in the nativity story and possibly in the old testament • Ask some thoughtful questions about angels and respond to questions about Angels • Reflect on and express their own thoughts and feelings about angels
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