



Autumn Term - Year 3

English

Instructions – How To Wash A Woolly Mammoth

Immerse

- Read and discuss different types of instructional texts.
- Identify features of instructional texts.
- Infer and deduce information about the text.
- To underpin the purpose of writing a set of instructions.

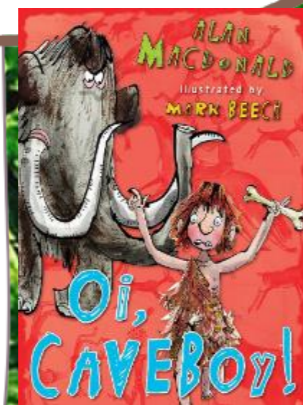
Skills and Analyse

- Use imperative verbs.
- Use adverbs of time.

Plan, write and review

- To mind-map ideas, to formulate this into paragraphs.
- Proofread for spelling and punctuation errors.

Class Reader



Reading

Extracts

- Week 1 – Autumn Leaves
- Week 2 – Stone Age Advert
- Week 3 – The pebble in my pocket
- Week 4 – Lightning Mary
- Week 5 – The boy in the Bronze Age
- Week 6 – Stone Age Boy
- Week 7 – Ways to Make Sunshine
- Week 8 – Under your feet

All of these texts have links to other areas of the curriculum we are studying this term.

Novel Study - The Firework Maker's Daughter

Focus on key reading skills including:

- Comprehension
- Infer from text
- Vocabulary
- Text Analysis
- Fluent reading

Mathematics

Number Sense

-Explore number sense and calculation strategies.

Place Value

- Find 10 or 100 more or less than a given number.
- Recognise and problem-solve questions using place value in 3-digit numbers.
- Compare and order numbers up to 1000.
- Count from 0 in multiples of 50 and 100.

Graphs

- Interpret and present data using tables, pictograms and bar charts.
- Solve one-step and two-step questions using pictograms, tables and bar charts.

Addition and Subtraction

- Add and subtract 3-digit numbers using the column method and mentally.
- Estimate answers to calculations and check answers using the inverse.
- Solve problems, including using more complex addition and subtraction.

Length and Perimeter

- Measure, compare, add and subtract lengths (in units of m/cm/mm).
- Measure the perimeter of simple 2-D shapes.

Science

Rocks and Fossils:

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.

Geography

The United Kingdom will be covered in Autumn 2

- What are the 4 countries of the UK?
- What are the regions and main cities of the UK?
- Where do I live in the UK?
- Plan a trip of the UK for a tourist.
- What are the main physical features of the UK?
- How can humans affect the UK landscape?
- What work do people do in the UK?
- How can the UK manage its energy needs?
- Develop atlas reading skills to find key information about the UK.

History

Stone Age, Bronze Age and Iron Age:

- To recognise that prehistory was a long time ago and that it was the beginning of the history of mankind (and identify this on the timeline).
- To use archaeological evidence to learn about prehistoric houses.
- To investigate the Bronze Age and learn the limitations of the archaeological evidence.
- To explain how bronze transformed prehistoric life.
- To understand the importance of trade during the Iron Age.
- To compare settlements in the Neolithic and Iron Age.

RSHE

Relationships

- To describe how taking some responsibility in my family makes us feel.
- To know how to negotiate in conflict situations to try to find a win-win solution.
- To know who to ask for help if I am worried or concerned about anything online.
- To show awareness of how this could affect my choices.
- To emphasise with children whose lives are different to mine and appreciate what they may learn from them.

Religious Education

Christianity – What do Christians learn from the creation story?

- Define 'heal' and consider ways in which we can be healed.
- Define 'miracle' and discuss what people may think of as a miracle.
- To retell Bible stories about Jesus healing someone.
- Make my own links between Jesus' teachings and Christian beliefs.
- Compare and consider my own interpretation of healing miracles.

Art & Design

Painting and Mixed Media:

Colour: To know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.

Shape: To know that negative shapes show the space around and between objects.

Line: To know that using different tools or using the same tool in different ways can create different types of lines. Texture: To know that the texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.

Making skills: To know how to use simple shapes to scale up a drawing to make it bigger, how to make a cave wall surface, how to paint on a rough surface, how to make a negative and positive

Image, how to create a textured background using charcoal and chalk, how to use natural objects to make tools to paint with, how to make natural paints using natural materials.

Evaluating and analysing: To know that artists make art in more than one way. People use art to tell stories and communicate. People use art to help explain or teach things. One artwork can have several meanings.

Physical Education

Athletics/ Fitness

- To develop sprinting and jumping techniques.
- To develop relay techniques.
- To develop long-distance running techniques.
- To develop fitness in circuit training.

Basketball

- To develop shooting and dribbling skills.
- To develop passing skills, including on the move.

Gymnastics

- To develop travelling in gymnastics.
- To develop rolling, balancing and jumping.
- To develop sequences in gymnastics.

Football

- To develop dribbling and passing skills
- To develop turning with the ball.

Computing

Programming – Coding with scratch

- Describe the purpose of a trailer.
- Create a storyboard for a book trailer.
- Consider camera angles when taking photos or videos.
- Import videos and photos into film editing software.
- Add text to a video.
- Incorporate transitions between images.
- Evaluate their own and others' trailers.

Music

Autumn 1 and 2:

Ballads

- To sing a ballad and explain what it is.
- To be able to perform a ballad with an understanding of style.
- To understand that ballads tell a story.
- To be able to write lyrics for a ballad.
- To take part in a group performance.

Design & Technology

Autumn 2

Textiles

To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].

To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

French

I'm Learning French

- To learn about France.
- To learn basic greetings in French and ask/ answer 'How are you?'
- To know numbers and colours in French.
- Celebrate the European Day of Languages (September).

Animals

- Name and recognise some animals
- To write a short sentence in French about an animal.

Christmas Traditions

- To celebrate Christmas traditions in French.