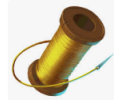


YEAR 3 – AUTUMN TERM 2023

Golden Threads

- Sustainability
- Diversity
- Religion



Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

Cultural Capital

- Broader understanding of the world.
 - Vocabulary
 - Cultural experiences
 - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

British Values



- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

ENGLISH

Reading: we will continue to read a wide variety of texts in whole class reading and reading comprehension. This includes, poetry, non fiction, song lyrics and classic fiction books. We will build on using the text as evidence for retrieval and explanation. We start to infer characters' feelings, thoughts and motives from their actions.

Writing: Our first piece of writing will be based on the book *The Street Beneath my feet*. This is a non-fiction explanation text. We will learn about headings and how to present facts through similes, alliteration and other grammatical features. Our second piece of writing will be poetry, looking at a poem about the seasons, entitled 'Autumn is here'. We will learn about and use a range of poetic devices in our writing, such as: personification, metaphors, careful choice of adjectives to describe, increasingly precise verb and adverb choices, alliteration using verbs, verbs for sounds including onomatopoeia, senses description, feelings descriptions and how to use powerful verbs. Our final piece of writing will be a seasonal story about winter where we will practise using: paragraphs to structure our writing, powerful verb choices, adjectives, repetition, precise verbs, writing complex sentences, speech punctuation and dialogue, time adverbial sentence starters and synonyms.

Spellings: In spelling we will be looking at a range of different spelling patterns and rules including continuing to learn 3 /4 common exception words. Some of the spelling patterns include: 'tion' words, homophones, prefixes, suffixes and plurals.

Personal skills, internet safety in WCR.



Mutual respect linked to WCR texts.

MATHS

Place Value

- Represent numbers to 100
- Partition numbers to 100
- Number line to 100
- Hundreds
- Represent numbers to 1000
- Partition numbers to 1000
- Flexible partitioning of numbers to 1000
- Find 1, 10 or 100 more or less
- Number line to 1000
- Estimate on a number line to 1000
- Compare numbers to 1000
- Order numbers to 1000
- Count in 50s

Addition and Subtraction

- Apply number bonds within 10
- Add and subtract 1s
- Add and subtract 10s
- Add and subtract 100s
- Patterns
- Add 1s across a 10
- Add 10s across a 100

- Make connections
- Add two numbers (no exchange)
- Subtract two numbers (no exchange)
- Add two numbers (across a 10)
- Add two numbers (across a 100)
- Subtract two numbers (across a 10)
- Subtract two numbers (across a 100)
- Add 2 digit and 3 digit numbers
- Subtract a 2-digit number from a 3-digit number
- Complements to 100
- Estimation and inverse operations

Multiplication and division

- Equal groups
- Arrays
- Multiples of 2, 5, 10
- Sharing and grouping
- Multiplying and dividing by 3, 4, 8
- 3x table, 4x, 8x



Personal skills- Relating maths to real life mathematical scenarios.

SCIENCE

Forces and Magnets- We will compare how things move on different surfaces, explore how magnets attract or repel each other and how they attract some materials and not others.

Materials- We will compare and group together different kinds of rocks and describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.

Plants- We will identify and describe the functions of different parts of flowering plants and explore the requirements for life and growth and how they vary.

Light- We will identify that animals including humans, need the right types and amounts of nutrition and that humans and some animals have skeletons.



Broader understanding of the world- understanding how forces, plants and materials work that we are surrounded by everyday.

RE

In RE, we will be learning about Creation and where it is located on a Christian timeline. We will be trying to understand how humans are caretakers to earth and it's belongings, addressing questions such as 'How do you think we should be looking after the earth? Furthermore, we will be looking at the story of Adam and Eve and discussing our thoughts on it, such as what we think about their behaviour, why it was called 'The Fall. Year 3 will also be thinking about how to connect with those around us and what it means to be caring. Additionally, we will be looking at Good and Evil, in particular in relation to Diwali. We will explore how and why Hindu's celebrate good overcoming evil, the value of doing this, and the ways in which they perform Puja (worship).



Religion, Christianity links to the old testament (Spring 1)



Mutual respect and tolerance of other faiths and religions

PSHE

Me and my relationships:

In the first half term, we will be looking at rules and explore why rules are different for different age groups, in particular for internet-based activities. We will explain some of the feelings someone might have when they lose something important to them and understand that these feelings are normal and a way of dealing with these tricky situations.

Valuing difference:

In the second half term, we will be exploring the characteristics of family life and celebrating the differences we have. We will discuss the importance of having a family and friends. Children will identify the communities they belong to and the benefits of being part of a community in relation to our mental health and wellbeing. We explore diversity through the story of 'The Ugly Duckling' by Hans Christian Anderson.

In PSHE we strive to have broader understanding of the world, Vocabulary, cultural experiences and gain personal skills



We gain knowledge of democracy, rule of Law, Individual liberty, tolerance of different faiths and beliefs and a shared mutual respect.



- Diversity- to understand difference and similarities.*



ART

Gestural Drawing with Charcoal
We will explore how to make drawings that capture a sense of drama or performance using charcoal
Artists: Heather Hansen, Laura McKendry, Edgar Degas
knowledge, experiences, thoughts and opinions of artists work and then their own finished art work.



DT

Mechanical Systems- Pneumatics
Investigate mechanisms and develop products that use air to make them work.

Sustainability – reuse packaging.



Modern Foreign languages

We will introduce basic conversation to meet and greet. Use Spanish songs to consolidate new vocabulary and begin to create and use a glossary to record words and phrases.



Intercultural understanding – learning about Spanish culture.

GEOGRAPHY

Is the UK landscape the same in every region? Do the rocks influence landscape?

- Name and locate the countries of the United Kingdom.
- Understand that the landscape of the United Kingdom is not all the same.
- Name the different regions of the UK.
- Understand that land is used in different ways across the United Kingdom.
- Use fieldwork and digital mapping to explain different land use in the local area.
- Use four figure grid references to identify different types of land use.
- Explain how land use has changed over time and why.

How has the landscape and land use of the United Kingdom has changed over time?

- To understand that land is used in different ways across the United Kingdom.
- To use fieldwork and digital mapping to explain different land use in the local area.
- Use four figure grid references to identify different types of land use.
- Explain how land use has changed over time and why.



Sustainability of our own local area when we do field work.



Broader understanding of the world- the physical features of the UK.

COMPUTING

Coding

To create animations, games and interactive programs using the computer program Scratch.
Personal Skills, life skills of using a computer.



MUSIC

Writing Music Down

We will be looking at formal notation, copying, improvising and creating rhythmic patterns and using appropriate musical language to describe and discuss the music.

PE

PE – Football and Outdoor adventure activities

In OAA, we learn about teamwork and we learn how to do orienteering.

In football, we will be learning how to dribble, control the ball and simple tackling techniques. We will then learn the rules of the game and play fairly.

Personal skills that include sports and team work and cooperation.

