

Year 3



Autumn 1

Africa

English

This half term, we will be using a variety of text drivers to influence our writing.

We will be continuing our transition story *The Hunter* from Year 2 and will be writing a retell of the story with an new African animal of our choice.

For our next writing journey, we will be learning the skills to produce non fiction fact file on an African animal.

In this writing journey we will be informing the villagers by writing a diary entry.

Reading

This half term we will be focussing on developing our skills around forming an opinion by thinking carefully, using evidence from the text to justify my choices and listening to the viewpoints of others. We will clarify meanings of words through discussion and sorting as well as reading them in context.

Reading at Home

These are some books you can read together that will help them with their learning:

- Any fiction or non-fiction books about Africa or Nelson Mandela.
- *The Butterfly Lion* by Michael Morpurgo
- *The Ugly Five* by Julia Donaldson
- *The White Giraffe* by Lauren St John
- Use your Oxford Owl Login to explore the books they offer

Handwriting

To start this year we will review the letter formations and joins that your child learnt in Year 2. We will then progress onto joining letters such as *le, ing, un, de, dis, re, pre ff* and *qu*.

Spelling and Phonics

Now your children are starting Year 3, we expect that they should know the majority of their phonic sounds. We will continue to look at more complex sounds and how to use them in their spellings. For example 'ou' pronounced 'ow shout it out' in the middle and beginning of a word and u pronounced ou only found in the middle of a word.

Alongside learning more complex phonic sounds, we expect the children to know the majority of the Year 2 common exception words most of the time. Any spellings that we identify to need more practise, will be sent home to be learnt.

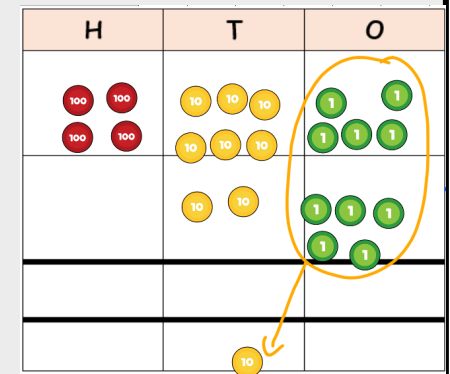
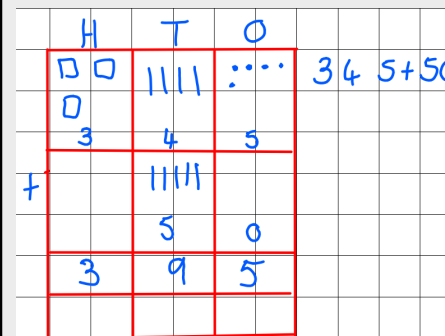
Maths

Place Value

The children will build on their understanding of tens and link this to 100. This is the first time they explore 100 explicitly. It is crucial that the children understand that ten tens make 100 and a hundred ones make 100. They will use a variety of concrete equipment to see this relationship. Once children understand the concept of 100, they will count objects and numbers in multiples of 100 up to 1,000. Using practical resources, we will emphasise that hundreds are bigger than tens and tens are bigger than ones.

Addition

The children will be introduced to adding numbers greater than 100. They will apply their prior knowledge of adding ones and tens to adding multiples of 100. We will use concrete manipulatives and pictorial representations throughout so the children can see the value of the digits. Some children will move on to using the formal method for multiplication to support their problem solving.

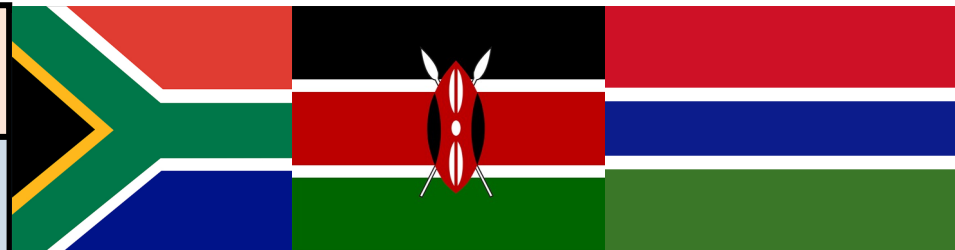


<p>About the Topic!</p> <p>Where on earth are South Africa, Gambia and Kenya? Each class begins this year by investigating the geographical features of their class country. We will extend our learning through our English by learning about a key character who fought to change the law in South Africa, Nelson Mandela.</p>	<p>Geography</p> <ul style="list-style-type: none"> To identify the position and significance of latitude and longitude. To locate the Equator, Northern Hemisphere, Southern Hemisphere. Locate the countries on a map, globe and atlas. Find the key physical/human features, major cities and environmental features of the country on a map. 	<p>Art</p> <ul style="list-style-type: none"> Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; Understand that materials have both functional properties and aesthetic qualities; Demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product. 	<p>Science</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<p>ICT</p> <ul style="list-style-type: none"> E-safety Identify what is appropriate and inappropriate behaviour on the internet, recognizing the term cyberbullying. Agree and follow sensible online safety rules
<p>Wider Curriculum <u>Community</u></p> <p>As part of our topic this half term we will be investigating the effects of reusable bags and how we can make and introduce these to a local supermarket to reduce plastic pollution.</p>	<p>Year 3</p>			<p>Enrichment Opportunities</p> <p>Every week the children will have the opportunity to learn music from a trained professional. This term is ukuleles!</p>
	<p>Autumn 1</p>	<p>Africa</p>		
	<p><i>Take risks to bring about positive change</i></p>			
<p>Taking Risks!</p> <p>Working collaboratively, we will present a pitch for reusable bags to members of the public to persuade them to move away from plastic bags and to embrace reusable bags.</p>	<p>French</p> <ul style="list-style-type: none"> Looking carefully at the speaker and responding confidently with the appropriate gesture and phrase. Beginning to recognise how some sounds are represented in written form. 	<p>R.E</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. 	<p>PSHE</p> <ul style="list-style-type: none"> Me and my relationships. Looking after our special people. How can we solve problems? My special pets. How do we work best as a team? 	<p>Food for Thought!</p> <p><i>Topics/Questions you might talk about as a family....</i></p> <p>How will not using plastic make the world a better place?</p> <p>What can we do to make the world a better place?</p>

Year 3

Autumn 2

Iron Man



English

We will be writing a recount to entertain using vocabulary to show shock and fear.

We will be writing a diary entry to inform The Lost thing using text features to locate information.

Who loves winter? We do! We will be writing a wintery setting description using vocabulary to show awe

Reading

This half term we will be focusing on **developing fluency in reading by noting the unusual correspondences between spelling and sound. Two of the skills we will develop is locating and retrieving information as well as predicting using details that are stated and implied.**

Reading at Home

These are some books you can read together that will help them with their learning:

- Books by Ted Hughes
- The Little Pebble
- The Lost Thing
- Books about the environment/coasts

Handwriting

In Autumn 2 we will continue to revise previously learnt joins and learn the joins; un, de, dis, re, pre, ff and qu.

Spelling and Phonics

In spelling this half term we will be continuing to learn spelling rules from the Spelling Shed programme. The following rules will be learnt in class;

- Words with the prefix 're-'
 - The prefix 'dis-'
 - The prefix 'mis-'

Maths

Subtraction:

In maths this half term we will start by focusing subtraction. The main method we will be learning will be column subtraction having already learnt how to use the pictorial method and using manipulatives to help us. This will include with and without exchanging.

$$\begin{array}{r} 6728 \\ - 51 \\ \hline 677 \end{array}$$

We will apply our knowledge of column addition and subtraction to solve various fluency and problem solving questions.

Multiplication A:

We will then be moving on to look at times tables in Maths and different methods we can use to work them out. We will use arrays and other methods to support us.

Don't forget the children can use TT Rockstars to support them with recalling their times table facts.

<p>About the Topic!</p> <p>The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows”.</p> <p>This half term we will investigate different features we know about the Iron Man. Such as coasts in Geography, the Iron Man sculptures by Antony Gormley in Art.</p>	<p>Geography</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including, coasts), and understand how some of these aspects have changed over time</p>	<p>Art</p> <p>make observations about starting points, and respond positively to suggestions;</p> <p>adapt and refine ideas;</p> <p>cut, make and combine shapes to create recognisable forms;</p> <p>use clay and other malleable materials and practise joining techniques</p>	<p>Science</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others 	<p>ICT</p> <ul style="list-style-type: none"> write a program, putting commands into a sequence to achieve a specific outcome; give a set of instructions to follow and predict what will happen; keep testing a program and recognise when it needs to be debugged;
<p>Wider Curriculum</p> <p><u>Community</u></p> <p>We will be rehearsing and perfecting our Christmas Nativity ready perform to parents!</p>	<p>Year 3</p>			<p>Enrichment Opportunities</p> <p>Linked to our writing on the Iron Man, we will use drama to act out different parts of the story</p>
<p>Taking Risks!</p> <p>Posters on the importance of staying safe at the coast—looking at coastal erosion.</p>	<p>French</p> <ul style="list-style-type: none"> Listening carefully to build correct sequences of three to four blocks of colours. Being able to show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. 	<p>R.E</p> <p>. Imagery is the use of pictures or words to describe ideas · The word angel means messenger and angels appear in various places in the Old and New Testament Imagery of angels is often used to show visually the role of angels in religious stories In the Nativity story, angel imagery highlights the role of the angel as a messenger Angel imagery can also show the power, holiness, kindness of the angel as well as other aspects.</p>	<p>PSHE</p> <ul style="list-style-type: none"> Identify situations which are safe or unsafe Identify people who can help if a situation is unsafe Suggest strategies for keeping safe 	<p>Vocabulary</p> <p>Iron man coast, sculptures, programming, forces, magnets</p>
				<p>Food for Thought!</p> <p><i>Topics/Questions you might talk about as a family....</i></p> <p>Who is the Iron Man?</p> <p>Where did the Iron Man come from?</p>