

Year 3 Autumn 1

English

Folk Stories

- Use prefixes to understand meanings e.g. 'un-', 'dis-', 'mis-', 're-'.
- Listening to and discussing a range of fiction.
- Retell a range of stories, including less familiar fairy stories, fables and folk tales
- Sequence and discussing the main events in stories.
- Identify and discussing themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.
- Identify and discussing conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times.
- Raise questions during the reading process to deepen understanding e.g. I wonder why the character...
- Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.
- Use inverted commas to punctuate direct speech (speech marks).
- Read and analyse narrative in order to plan and write their own versions.
- Create and develop plots based on a model.
- Discuss and propose changes with partners and in small groups.
- Use appropriate intonation, tone and volume to present their writing to a group or class.

Biography

- Listen to and discussing a range of biographies.
- Read a range of biographies.
- Discuss the purpose of paragraphs.
- Identify a key idea in a paragraph.
- Evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.
- Navigate texts in print and on screen.
- Explore and identify main and subordinate clauses in complex sentences.
- Explore, identify and create complex sentences using a range of conjunctions e.g. *while, after, before*.
- Discuss and record ideas for planning.
- Group related material into paragraphs.
- Use headings and sub headings to organise information.

Maths

Number – Place Value

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

Number – Addition and Subtraction

- 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 and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Geography

Location and Place Knowledge

- Name and locate counties and cities of the United Kingdom.
- A region of the United Kingdom.

Mapping

- Use a wider range of maps (including digital), atlases and globes.
- Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.
- Use maps at more than one scale.
- Recognise that larger scale maps cover less area.
- Make and use simple route maps.
- Recognise patterns on maps and begin to explain what they show.
- Label maps with titles to show their purpose.
- Create maps of small areas with features in the correct place.
- Use plan views.
- Recognise some standard OS symbols.
- Link features on maps to photos and aerial views.
- Relate measurement on large scale maps to measurements outside.

Fieldwork

- Use the eight points of a compass.
- Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.
- Make links between features observed in the environment to those on maps and aerial photos.

History

Chronology

- Make some links between and across periods, such as the differences between clothes, food, buildings or transport.
- Identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time by placing selected maps into chronological order.

Events, People and Changes

- Understand some significant aspects of history - expansion and changes in their local area.

Communication

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Use specialist terms like settlement, Ordnance Survey map (and date, log book, marriage certificate, census) and vocabulary linked to chronology.
- Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.

Enquiry, Interpretation and Using Sources

- Understand some of the methods of historical enquiry, and how evidence is

Computing

- Switch on and off, log on and off, use all basic keyboard and mouse skills.
- To be able to add different text, images and sounds into a presentation.
- To be able to create different styles, background, layouts and special effects (such as transitions, animations)
- To evaluate different search engines to locate text, images and websites
- To develop and evaluate key questions and key words to search for specific information
- To use strategies to assess accuracy and reliability of information
- To use technology to communicate ideas in different ways.
- To collaborate to create an original content on a historical topic.
- To import music, stills or video into video editing software for a specific project
- To arrange, trim and cut clips to create a short film to create meaning
- To add simple titles, credits and special effects

RE

- Know what is meant by discipleship.
- Know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus.
- Identify beliefs and values within religious teachings.
- Describe how and why Christians might try to follow the example of Jesus through mission and charity work.
- Describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs.
- Describe what makes a good leader and why people might want to follow them.
- Discuss what motivates people to want to make a difference.
- Reflect on their own leadership abilities.

<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography and human geography, including: types of settlement and land use etc. <p>Enquiry and Investigation</p> <ul style="list-style-type: none"> Ask more searching questions including, 'how?' and 'why?' as well as, 'where?' and 'what?' when investigating places and processes. <p>Communication</p> <ul style="list-style-type: none"> Identify and describe geographical features, processes (changes), and patterns. Use geographical language relating to the physical and human processes. Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. Express opinions and personal views about what they like and don't like about specific geographical features and situations. <p>Use of ICT/Technology</p> <ul style="list-style-type: none"> Use the zoom facility on digital maps to locate places at different scales. Add a range of text and annotations to digital maps to explain features and places. Add photos to digital maps. Draw and follow routes on digital maps. 	<p>used sources to make detailed observations, finding answers to questions about the past.</p> <ul style="list-style-type: none"> Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand some of the methods of historical enquiry, how evidence is used to make historical claims. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources). Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. 		
---	--	--	--

<u>PE</u>	<u>French</u>	<u>PSHE</u>	
<p>Invasion Games</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate. • Apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance. • Take part in outdoor and adventurous activity • Face challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Gymnastics</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance. • Perform dances using a range of movement patterns. 	<ul style="list-style-type: none"> • Listen and respond to simple rhymes, stories and songs. • Recognise and respond to sound patterns and words. • Perform simple communicative tasks using single words, phrases and short sentences. • Listen attentively and understand instructions, everyday classroom language and praise words. • Recognise some familiar words in written form. • Make links between some phonemes, rhymes and spellings, and read aloud familiar words. • Experiment with the writing of simple words. 	<ul style="list-style-type: none"> • Explain why we have rules. • Explore why rules are different for different age groups, in particular for internet-based activities. • Suggest appropriate rules for a range of settings. • Consider the possible consequences of breaking the rules. • Express opinions and listen to those of others. • Consider others' points of view. • Practise explaining the thinking behind their ideas and opinions. • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online. 	