

## Year 3 Autumn 2

### English

#### Fables

- Use prefixes to understand meanings e.g. un-, dis-, -mis-, re-.
- Take account of punctuation, when reading.
- Retell a range of fables.
- Identify and discuss themes e.g. weak and strong, wise and foolish.
- Discuss their understanding of the text.
- Make predictions based on details.
- Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
- Use the determiner 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an open box.
- Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually.
- Read and analyse fables in order to plan and write their own versions.
- Create and develop characters for a fable.
- Discuss and record ideas for planning.
- Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, synonyms for said appropriate to text type.
- Group related material into paragraphs.

#### Poems With a Structure

- Listen to and discuss a range of poems with a structure e.g. shape, calligrams, concrete.
- Read a range of poems and use intonation, tone and volume when reading aloud.
- Discuss their understanding of poems read.
- Analyse and evaluate poems looking at language, structure and presentation.
- Identify, discuss and collect favourite words and phrases which capture the reader's interest.
- Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.
- Explore and collect word families, e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary.
- Identify and discuss the purpose, audience, language and structures of poetry for writing.
- Discuss and record ideas for planning.
- Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, synonyms.
- Discussing and proposing changes with partners and in small groups.
- Improving writing in the light of evaluation.

### Maths

#### 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.

#### Number – Multiplication and Division

- Count from 0 in multiples of 4, 8, 50 and 100
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objectives.

- Use appropriate intonation, tone and volume to present their writing to a group or class.

**Persuasion: Letters**

- Listen to and discuss a range of letters including persuasive letters.
- Read a range of letters including persuasive letters.
- Analyse and evaluate letters by looking at language, structure and presentation.
- Discuss their understanding of the text.
- Discuss the purpose of paragraphs.
- Identify a key idea in a paragraph.
- Evaluate how specific information is organised within a persuasive letter.
- Use perfect form of verbs using have and had to indicate a completed action e.g. In Year Three we have been researching the different foods which are healthy.
- Explore, identify and create complex sentences using a range of conjunctions e.g. if, so, although.
- Explore and identify main and subordinate clauses in complex sentences.
- Read and analyse letters in order to plan and write their own.
- Identify and discuss the purpose, audience, language and structures of persuasive letters.
- Discuss and record ideas for planning.
- Group related material into paragraphs.
- Discuss and propose changes with partners and proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
- Discuss and propose changes with partners and in small groups.
- Improve writing in the light of evaluation.

**Science**

- 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.
- An adequate and varied diet is beneficial to health (along with a good supply of air and clean water).
- Regular and varied exercise from a variety of different activities is beneficial to health (focus on energy in versus energy out. Include information on making informed choices).

**Design and Technology**

**Project Focus: Food (A Product, for a Stated Purpose and a Stated User) through an Iterative Process**

**Evaluation of Existing Products**

- Investigate similar products to the one to be made to give starting points for a design.
- Draw/sketch products to help analyse and understand how products are made.

**Art and Design**

**Exploring and Developing Ideas**

- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.
- Question and make thoughtful observations about starting points and select ideas to use in their work.

**Drawing and Painting**

- Experiment with ways in which surface detail can be added to drawings.

**Music**

**Performing**

- Sing songs; speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.
- Play tuned and untuned instruments with control and rhythmic accuracy.
- Practise, rehearse and present performances with an awareness of the audience.

**Listening**

- Children should continue to learn about the importance of nutrition.

### **Work Scientifically:**

- By comparing and contrasting the diets of different animals.
- By deciding ways of grouping them according to what they eat.
- By researching different food groups and how they keep us healthy.
- By designing meals based on what they find out.

### **Focused Tasks**

- Develop sensory vocabulary and knowledge using, smell, taste, texture and feel.
- Analyse the taste, texture, smell and appearance of a range of foods which are predominantly savoury.
- Follow instructions and/or recipes.
- Make healthy eating choices – use the Eatwell plate.
- Join and combine a range of ingredients.
- Explore seasonality of vegetables and fruit.
- Develop understanding of how meat or fish are reared and caught.

### **Design**

- Research needs of user.
- Identify the strengths and weaknesses of their design ideas in relation to purpose/user.
- Decide which design idea to develop.
- Develop more than one design or adaptation of an initial design.
- Plan a sequence of actions to make a product.
- Record the plan by drawing using annotated sketches.
- Use prototypes to develop and share ideas.
- Think ahead about the order of their work and decide upon tools and materials.
- Propose realistic suggestions as to how they can achieve their design ideas.

### **Make**

- Select from a range of tools and use with accuracy.
- Select from techniques for different parts of the process.

- Use journals to collect and record visual information from different sources, annotate in their sketchbooks.
- Draw for a sustained period of time at an appropriate level.
- Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
- Experiment with different grades of pencil and other implements to create lines and marks.
- Experiment with different grades of pencil and other implements to draw different forms and shapes.
- Begin to show an awareness of objects having a third dimension.
- Experiment with different grades of pencil and other implements to achieve variations in tone.
- Apply tone in a drawing in a simple way.
- Create textures with a wide range of drawing implements.
- Apply a simple use of pattern and texture in a drawing.
- Experiment with different effects and textures in paint, work on a range of scales e.g. thin brush on small picture etc.
- Create different effects and textures with paint according to what they need for the task.

### **3-D**

- Plan, design and make models from observation or imagination.
- Join clay adequately and construct a simple base for extending and modelling other shapes.
- Create surface patterns and textures in a malleable material.

- Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.
- Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.
- Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.

### **Creating**

- Improvise and develop rhythmic and melodic material when performing.
- Explore, choose, combine and organise musical ideas within musical structures.

### **Knowledge and Understanding**

- Analyse and compare sounds.
- Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.
- Improve their own and others' work in relation to its intended effect.
- Use and understand staff and other musical notations.

### **Pitch**

- Determine upwards and downwards direction in listening, performing and moving.
- Recognise and imitate melody patterns in echoes.

	<ul style="list-style-type: none"> <li>• Select from ingredients according to their properties.</li> <li>• Use appropriate finishing techniques.</li> </ul> <p><b><u>Evaluation (of Their Finished Product)</u></b></p> <ul style="list-style-type: none"> <li>• Consider and explain how the finished product could be improved.</li> <li>• Discuss how well the finished product meets the design criteria of the user.</li> <li>• Investigate key events and individuals in design and technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Use papier-mâché to create a simple 3-D object.</li> </ul> <p><b><u>Textile</u></b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques, e.g. stitching to create different textural effects.</li> <li>• Develop skills in stitching, cutting and joining.</li> </ul> <p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<ul style="list-style-type: none"> <li>• Show the overall contour of melodies as moving upwards, downwards or staying the same.</li> <li>• Determine movement by step, by leaps or by repeats.</li> <li>• Perform simple melody patterns.</li> </ul> <p><b><u>Duration</u></b></p> <ul style="list-style-type: none"> <li>• Indicate the steady beat by movement, including during a silence.</li> <li>• Respond to changes in the speed of the beat.</li> <li>• Respond to the strong beats whilst singing.</li> <li>• Use instruments to keep a steady beat.</li> <li>• Hold a beat against another part.</li> </ul> <p><b><u>Dynamics</u></b></p> <ul style="list-style-type: none"> <li>• Recognise differences in dynamic levels.</li> </ul> <p><b><u>Tempo</u></b></p> <ul style="list-style-type: none"> <li>• Identify the differences between fast and slow tempos.</li> <li>• Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</li> </ul> <p><b><u>Timbre</u></b></p> <ul style="list-style-type: none"> <li>• Describe and aurally identify the tone colours of instruments.</li> <li>• Compare instrumental tone colour.</li> </ul> <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>• Recognise the difference between thick (many sounds) and thin (few sounds) textures.</li> <li>• Recognise changes in texture.</li> <li>• Identify the melodic line in a texture.</li> <li>• Recognise rhythm on rhythm in music.</li> <li>• Recognise the difference between unison (one same pitched sound) and harmony</li> </ul>
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			<p>(various pitched sounds at the same time).</p> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>Recognise call and response form.</li> <li>Differentiate between the contrasting sections of a song.</li> <li>Recognise the difference between the verse and refrain of a song.</li> <li>Recognise binary (one melody labelled 'A' is followed by a new melody labelled 'B' = AB melody form) and ternary (one melody labelled 'A' is followed by a new melody labelled 'B' which then goes back to melody A = ABA melody form) form.</li> </ul>
<p style="text-align: center;"><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>Understand the concept of sequencing and demonstrate correct sequencing in algorithms.</li> <li>Understand the concept of repetition and demonstrate the use of a repeat command in an algorithm in order to make a more efficient sequence.</li> <li>Use logical reasoning to evaluate programs and debug, detect and correct errors in programs.</li> <li>Understand how to plan and write programs that accomplish specific goals, by writing algorithms that are sequenced logically and use the repeat command to be more efficient.</li> <li>Understand what an input and output is and be aware of everyday devices and examples (data logger, traffic lights, intruder alarms, physical devices).</li> </ul>	<p style="text-align: center;"><b><u>RE</u></b></p> <ul style="list-style-type: none"> <li>Know that the Abrahamic faiths believe in prophets.</li> <li>Identify Christian beliefs and values contained within stories of the prophets.</li> <li>Suggest why these prophets chose to listen to and follow God.</li> <li>Identify Christians who might be described as people who listened to and followed God.</li> <li>Describe how and why some Christians might devote their lives to serving God.</li> <li>Talk about what is meant by a sense of vocation.</li> <li>Identify inspirational people/role models for the world today.</li> <li>Describe the qualities that inspirational people might have.</li> <li>Discuss who makes a good role model and why.</li> <li>Raise and discuss questions about following others – including both positive and negative responses.</li> </ul>	<p style="text-align: center;"><b><u>PE</u></b></p> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>Play competitive games, modified where appropriate.</li> <li>Apply basic principles suitable for attacking and defending</li> <li>Develop flexibility, strength, technique, control and balance.</li> <li>Take part in outdoor and adventurous activity</li> <li>Face challenges both individually and within a team</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance.</li> <li>Perform dances using a range of movement patterns.</li> </ul>	<p style="text-align: center;"><b><u>French</u></b></p> <ul style="list-style-type: none"> <li>Listen and respond to simple rhymes, stories and songs.</li> <li>Recognise and respond to sound patterns and words.</li> <li>Perform simple communicative tasks using single words, phrases and short sentences.</li> <li>Listen attentively and understand instructions, everyday classroom language and praise words.</li> <li>Recognise some familiar words in written form.</li> <li>Make links between some phonemes, rhymes and spellings, and read aloud familiar words.</li> <li>Experiment with the writing of simple words.</li> </ul>

**PSHE**

- Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body.
- Explain what is meant by the term 'balanced diet'.
- Give examples what foods might make up a healthy balanced meal.
- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain).
- Describe how food, water and air get into the body and blood.