



Our Learning in Year 3

Autumn Term

English

Our learning will include the following texts:

- Stone Age Boy, by Satoshi Kitamura;
- The Stone Age: Hunters, Gatherers and Woolly Mammoths, by Marcia Williams;
- Hansel and Gretel, by Anthony Browne;
- Versions of The Gingerbread Man;
- Leon and the Place Between, by Angela McAllister.

At the beginning of each half term we begin with a poetry focus. This supports the children's understanding of rhyme and helps to promote a love of poetry.

Throughout the term, we will be producing a range of writing, using the above texts as our starting points. The children will also complete reading comprehension questions associated with each text.

In Year 3, we study a range of additional fiction texts, non-fiction texts and poems which enable the children to develop a range of reading strategies to broaden vocabulary and maximise their understanding of a range of text types.

All children will have the opportunity to access texts that are suitable for a child working at their chronological age, as well as texts and resources that match their current level of attainment, whether that be at, above or below their chronological age, using our carefully banded reading book system.

English – Grammar, Punctuation and Spelling (GPS) and Writing

During our GPS sessions, we will continue to develop our understanding of the structure of sentences, including how they are punctuated and we will build upon our knowledge of word classes.

COMPOSITION	
Grammar and Punctuation	Writing Process
<ul style="list-style-type: none"> • uses a wide range of KS1 <u>conjunctions</u> to join sentences and develop ideas; • varies sentence openers; • uses pronouns to avoid repetition; • uses commas in lists; • begins to understand how to use an exclamation mark; • uses 'a' or 'an' according to whether the next word begins with a consonant or a vowel; • begins to use an apostrophe for omission; • uses Standard English when writing to ensure grammatical accuracy (I seen / I saw); • begins to identify and use prefixes linked to the year 3/ 4 spelling programme; • understands and identifies what a preposition is; • understands and identifies what a conjunction is; • recognises inverted commas / speech marks. 	<ul style="list-style-type: none"> • begins to use paragraphs to group related material; • uses a range of planning strategies and tools; • becomes more aware of the audience and purpose of different types of writing; • discusses and records ideas.

Spelling

Look out for the spellings that will come home every week. We follow the sequence from Spelling Shed.

Your child may receive a different set of words to their friends, which will mean that they have significant gaps in their knowledge from previous years' spelling skills. Their efforts are best used to fill these gaps before moving on. In that case, they must be aware of and try to learn the Year 3 words too.

Year 3 Autumn Term Spelling Rules

1. Words where 'ou' makes an /ow/ sound
2. Words where 'ou' makes a /u/ sound
3. Words where 'y' makes an /i/ sound
4. Words ending in '-sure'
5. Words ending in '-ture'
6. Challenge words
7. Words with the prefix 're-'
8. Words with the prefix 'dis-'
9. Words with the prefix 'mis-'
10. Words where '-ing' and '-ed' are added to multisyllabic words
11. Words where '-ing', '-en' and '-ed' are added to multisyllabic words
12. Challenge words
13. Words with the 'ai' digraph

Activities associated with the words that the children are learning will be available each week on Spelling Shed. Please see the inside cover of your child's Reading Record for the log-in information.

Maths

As part of the basic skills for Year 3, we will also be consolidating our learning of the times table facts daily. Children are encouraged to practise these at home; the password for Times Tables Rock Stars will be on the inside cover of your child's Reading Record.

Autumn Term Y3 Maths Objectives

Autumn 1
count from 0 in multiples of 4, 8, 50 and 100
find 10 or 100 more or less than a given number
recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
compare and order numbers up to 1,000
identify, represent and estimate numbers using different representations
read and write numbers up to 1,000 in numerals and in words
solve number problems and practical problems involving these ideas
add and subtract numbers mentally, including: a three-digit number and 1s; a three-digit number and 10s; a three-digit number and 100s
add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
Autumn 2
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
recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
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 objects
Throughout the term, children will tackle a range of reasoning and problem solving challenges that allow them to: <ul style="list-style-type: none"> • solve problems that have missing numbers, missing symbols and missing information. • work backwards / use the inverse. • create fact families from what they know already. • explain their thinking to someone else.

Throughout the term, children will tackle a range of reasoning and problem solving challenges. The majority of children will first master the content of the above Maths objectives by becoming fluent in their use, and then move on to problem-solving and

reasoning opportunities. This will enable them to apply their new knowledge and skills in a range of different contexts.

Some children may well be working towards consolidation of skills from other year groups. If your child needs this, you should already be aware of how their learning needs are being met. However, if you are unsure please do not hesitate to contact us.

Please refer to the Curriculum Overviews on our website for more detail about each subject.

Science

Our learning in Science will focus on 'Forces'.

In addition, the children will be developing their 'working scientifically' skills by undertaking practical enquiries, comparative and fair tests. The children will plan and carry out their own experiments based upon questions that they have raised; using their observations and ideas to suggest answers to questions.

Prior to investigation work, the children will consider how best to ensure that they have the right to be safe.

Computing and Online Safety

We will be continuing with our Online Safety lessons this term and linking these to every child's right to be safe. The children will understand what is meant by 'identity' and how they can represent themselves safely online (Autumn 1). They will also be learning what trust means and how to be careful when sharing information online (Autumn 2).

Alongside this, the children will be improving their keyboard skills and looking at using software to make a presentation with transition and animation (Autumn 1). They will be designing and writing their own algorithms to draw shapes physically using hardware (Autumn 2).

Geography

In Geography, the children will develop their understanding of the UK. Our focus question will be: 'Is the UK the same everywhere?'

They will focus on:

- identifying physical and human characteristics;
- using maps and atlases to locate countries and features;
- using the eight compass points.

History

In History, the children will develop their understanding of Prehistory and about who lived in Britain before us.

They will focus on changes affecting Britain and its human inhabitants from the Stone Age to the Bronze Age and then to the Iron Age.

Physical Education

There are two areas of priority this term - Games and Gymnastics.

In Games, the children will learn different techniques for sending and receiving a ball, developing their tactics and teamwork skills to play '3 Touch Ball' - an invasion game.

In Gymnastics, the children will develop their skills, learning and developing basic gymnastic shapes, travelling in different pathways and at different speeds, balances, rolls, jumps, leaps and turns. They will work with their partner, using their skills to create a short routine.

We will also be looking at Physical Health and Mental Wellbeing.

The children will develop their existing knowledge and skills, to include:

- developing their knowledge of the importance of creating good habits in relation to taking exercise, e.g., walking or cycling to school, a daily mile or other forms of regular, vigorous exercise;
- knowing that good exercising habits should be maintained;
- knowing some routines and habits that they can develop to maintain good mental health;
- knowing that mental wellbeing is a normal part of daily life, in the same way as physical health.

Religious Education

During R.E., we will be exploring Hinduism using the question: 'How do Hindus worship?' Later in the term, we will focus on Christianity, posing the key question, 'How and why is Advent important to Christians?'

Art and Design

Our main focus will be 'Investigating Patterns'. This will be linked to William Morris, who was a prominent Arts and Crafts pioneer. The children will create sketchbooks to record their observations and use them to review and revisit ideas. They will aim to improve their mastery of art and design drawing techniques, including with a range of materials, for example, oil pastels, pencil, charcoal and pen.

Music

We learn to recognise the sound of musical instruments and appraise a focus range of RnB songs. We are introduced to musical notation using glockenspiels. We also learn a song called Let Your Spirit Fly as well as a number of Christmas Carols in preparation for a Christmas performance.

French

This term, the children will be learning French greetings, simple instructions and the numbers 1 to 10.

Design and Technology

We will be focusing on Structures and Mechanisms by asking the key question: 'Does packaging make a product more appealing?' We will aim to develop our understanding of Design Technology and the Design Process by designing, making and evaluating a prototype shell structure to protect a toy and appeal to a specific target user group.

PSHE (Relationships Education and Health Education)

Our ongoing focus areas continue to be:

- to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Convention on the Rights of the Child;
- to be able to identify a wider variety of Articles in the Convention on the Rights of the child;
- to understand that children's rights are universal, inalienable and unconditional, and that their own rights and the rights of others should be respected;
- to recognise and respond appropriately to a wider range of feelings in others;
- to know that their actions affect themselves and others;
- to be able to work collaboratively towards shared goals;
- to improve the skills needed to develop and maintain positive and healthy relationships;
- to be able to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices;
- to understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities;

- to build their Learning Powers and develop their Growth Mindset;
- to know about basic hygiene routines, e.g. hand washing.

Our focus areas will be:

- Families and Friendships: what makes a family and features of family life;
- Safe Relationships: personal boundaries, safely responding to others and the impact of hurtful behaviour;
- Respecting Ourselves and Others: recognising respectful behaviour, the importance of self-respect, courtesy and being polite.

Building Learning Powers

As we move through the term, we will build on our understanding of positive behaviours for learning by focusing on reasoning as a means for achieving higher-level thinking skills and reflection that will enable us to capitalise on past experiences. This will contribute to our understanding of what a growth mindset is and how we might achieve this. Children will continue to learn how to be resilient, resourceful, to work together, and to be reflective of their learning and of themselves, as learners. As part of this experience, we will think carefully about what our aspirations are and discuss how we might achieve this by understanding the steps that we could take. This will culminate in our drawings for the Aspirations Tree.

Should you have any questions about your child's learning, please contact the School Office.