



## Our Learning in Year 3

### Autumn Term

#### English

Our learning will include the following texts:

- 'I'll Take You to Mrs. Cole!' by Nigel Gray
- 'The Hodgeheg' by Dick King Smith
- 'The Hundred Mile an Hour Dog' by Jeremy Strong

Throughout the term, we will be producing a range of writing, using the above texts as our starting points. 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)

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.

GPS Overview for Year 3 – Autumn Term	
Sentence	<ul style="list-style-type: none"> <li>• I can say a sentence that meets my purpose before I write it down</li> <li>• I can edit my vocabulary and grammar</li> </ul>
Text	<ul style="list-style-type: none"> <li>• I can discuss my ideas before writing them down</li> <li>• I can plan to meet the purpose of my writing</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• I can use capital letters, full stops, question and exclamation marks accurately.</li> <li>• I can use a comma to separate items in a list</li> </ul>
Terminology for Children	<ul style="list-style-type: none"> <li>• adjectives</li> <li>• adverbs</li> </ul>

## Spelling

Spelling will also be a focus. Look out for the spellings that will come home every week.

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.

### Autumn Term Year 3 Spelling Words

Shakespeare and More	
List 13	List 14
girl's, girls' boy's, boys' men's, babies', children's, mice's here, hear heel, heal, he'll not, knot male, mail	accept, except affect, effect ball, bawl berry, bury break, brake fair, fare great, grate groan, grown main, mane meat, meet missed, mist piece, peace plain, plane rain, rein, reign seen, scene weather, whether whose, who's
accidentally, actually, address, answer, appear, arrive, believe bicycle	breath, breathe, build, busy, business, calendar caught, centre, century, certain,

Activities associated with the words that they 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 using Times Tables Rock Stars. Again, the password for this will be on the inside cover of your child's Reading Record.

## Autumn Term Y3 Maths Objectives

Autumn 1
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 number up to 1,000.
Read and write numbers up to 1,000 in numerals and in words.
Count from 0 in multiples of 50 and 100
Add numbers with up to three digits, using the efficient written method of columnar addition.
Autumn 2
Add and subtract numbers mentally, including: A three-digit number and ones, a three-digit number and tens and a three-digit number and hundreds
Subtract numbers with up to three digits, using the efficient written method of columnar subtraction
Estimate the answer to a calculation and use to check answers and use inverse operations to check answers
Solve problems, including missing number problems, using number facts, place value, and more complex + and -
Count from 0 in multiples of 4 and 8.
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 that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to efficient written methods
Throughout the term, children will tackle a range of reasoning and problem solving challenges that allow them to: <ul style="list-style-type: none"><li>• solve problems that have missing numbers, missing symbols and missing information.</li><li>• work backwards / use the inverse.</li><li>• create fact families from what I know already.</li><li>• explain my thinking to someone else.</li></ul>

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, children will be expected to develop their scientific skills by setting up simple, practical enquiries, comparative and fair tests.

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

## **Computing and Online Safety**

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

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

## **Geography**

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

Children will also 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**

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**

Our main focus will be to recognise the sound of musical instruments and basic features of key musical styles.

Including:

To appraise a range of music and learn some musical terms.

## **French**

This term the children will be learning greetings, the numbers 1 to 10 and family relationships.

## **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 design, make and evaluate shell structure packaging to promote and protect a toy to 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 Mind Set;
- to know about basic hygiene routines, e.g. hand washing

Our focus areas will be:

Families and Friendships – What makes a family; features of family life.

Safe relationships - Personal boundaries; safely responding to others; 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 Growth Mindset Tree.

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