Year 3 Autumn term

Why do people live near volcanoes?

Why did the Romans settle in Britain?

Religious Education

Branch 1: Creation and Covenant

- Catholics believe that God made our world out of free and unselfish love.
- Catholics believe that Creation is the common work of the Holy Trinity.
- Catholics believe that human beings are made in the image of God and all people have dignity and are created equal.
- Catholics believe that human beings imitate God through care for each other and that caring for Creation is one way in which we care for each other.
- Catholics believe that praise of Creation is expressed through prayer and Liturgy.
- Catholics believe that we can show care for Gods world (stewardship) as part of our care for each other.

Branch 2: Prophecy and Promise

- Catholics believe that Mass is celebrated on Sunday (day of Resurrection) through special prayers, signs and actions.
- Catholics believe that people have different roles when they take part in the Mass.
- Catholics believe that the Mass is celebrated by listening and responding to the words of holy scripture (the Liturgy of the Word) and meeting Jesus in Holy Communion (the Liturgy of the Eucharist).
- Catholics believe that Christians prepare for the coming of Christ during Advent.
- Catholics belive that Jesus' birth was foretold by the Prophets, and this is represented in art from around the world and Advent hymns.
- Catholics believe that Joseph listened to the angel and opened his heart to the Holy Spirit.

English:

In English we will be building on foundational grammar skills, improving our handwriting, reading a range of poems, fiction, and non-fiction books, writing to inform and entertain.

Writing to entertain:

- Descriptive narrative
- Clerihew
- Narrative settings description
- Innovated poem

Writing to inform:

- Explanation text
- Letter
- cards

Grammar:

- Determiners
- conjunctions

Handwriting:

- Develop fluent, joined writing using correct diagonal and horizontal joins, improving consistency, and ensuring clear letter sizing and spacing.

Science:

Animals Including Humans
Pupils will learn about the human and animal skeleton, including the names and functions of bones, how joints help us move, and the differences between animals with and without a spine. They will also explore nutrition, food groups, balanced diets, and how the diets of animals compare.

Rocks and Fossils
Pupils will identify, group and investigate different types of rocks, including those found in the local area. They will also explore fossils and learn how they are formed over time.

PSHE:

Religious Understanding: We are created individually by God who is Love, designed in His own image and likeness

Personal relationships: Family, friends and others.

When things go bad: How to hand situations when things. How to identify bad issues.

Life Cycles. That they were handmade by God with the help of their parents

Religious Understanding
Jesus, my friend. That Jesus loves, embraces, guides, forgives and reconciles us with him and one another.

Emotional Well Being
What am I feeling? That emotions change as they grow up (including hormonal effects)
What am I looking at? To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.
I am Thankful: Some behaviour is wrong, unacceptable, unhealthy and risky.

Mathematics:

Number sense and exploring calculation strategies

- Explore number sense, Derive new facts from known facts, Explain that number names do not follow regular patterns, Say the value of each digit within 2-digit numbers, Compare and order numbers within 100, Investigate number bonds to 20, Apply number bonds up to ten to calculate without regrouping, Apply number bonds up to 20 to calculate with regrouping, Round and adjust to add/subtract with near multiples, Round and adjust to add with near doubles, Find the difference by adding on, Solve money problems using mental calculating strategies

Place value

- Recognise place value of each digit in a 3-digit number, Partition numbers, Order and compare numbers, Add and subtract ten and 100 to/from a 3-digit number, Round numbers to the nearest multiple of ten, Round numbers to the nearest multiple of 100, Apply place value knowledge to problems

Graphs

- Read and interpret pictograms, construct a pictogram, Read and interpret scaled bar charts, Collect and present data using tallies, tables and graphs, Interpret and present data in pictograms and scaled bar charts

Addition and subtraction

- Add or subtract single digit numbers to or from a 3-digit number, Adding 3-digit number and multiple of ten , Subtracting a multiple of ten from a 3-digit number , Add or subtract a multiple of 100 to and from a 3-digit number, Adding or subtracting two 3-digit numbers (no regrouping) (regrouping in one column) (regrouping in multiple columns) , Applying rounding for estimating, 3-digit subtraction (regrouping tens to ones), 3-digit subtraction (regrouping hundreds to tens), 3-digit subtraction (regrouping in multiple columns), Solve word problems using addition and subtraction skills L14 Word problems with tricky unknown values

Length and perimeter

- 1 Measure using cm or mm, Measure and draw using mixed cm and mm, estimate length by comparing; measure to compare, Calculate the perimeter of 2-D shapes in cm or mm, Calculate the perimeter of 2-D shapes in cm and mm, Measure and compare length in cm and m, calculate perimeter in m and cm, solve problems using different units of measure.

History:

Why did the Romans invade and settle in Britain?

- To investigate life in Ancient Rome by looking at its buildings.
- To explore the causes of the Roman invasion of Britain.
- To investigate the different responses to the Roman invasion using a range of sources.
- To explore how the Roman army was so successful using a range of sources.
- To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda.
- To explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain.

Geography:

Why do people live near volcanoes?

- To name and describe the layers of the Earth.
- To explain how and where mountains are formed.
- To explain why volcanoes, happen and where they occur.
- To recognise the negative and positive effects of living near a volcano.
- To explain what earthquakes are and where they occur.
- To observe and record the location of rocks around the school grounds and discuss findings.

Computing:

Programming: Scratch

- Investigating programming through Scratch by creating animations and learning key coding concepts.

Computing systems: Connecting devices

- Exploring computers, their components and peripherals, including how devices connect and work together in networks to share information.

D&T:

Electrical systems – Electric poster

- Our new electric poster unit introduces children to various forms of 'Information design' before they are briefed to develop an electric museum display based on the Romans.

P.E:

Tag Rugby / Netball

- Develop accurate passing, catching and ball control skills to maintain possession and support team play.
- Apply tactics, follow rules, and demonstrate fairness, leadership and respect within a team.

Hockey / OAA

- Develop control when dribbling and striking a ball, while following rules and working effectively as part of a team.
- Show resilience, leadership and safe decision-making, using maps, compasses and other tools during outdoor activities.

Music:

Musical Learning:

- Ukelele
- The parts of the Ukelele
- Simple strumming techniques
- C, F A minor and G chords
- Songs containing these chords
- Playing using different time signatures

Art:

Pointillism

- Colour wheels – using specific colour language + creating own colour wheels
- Experiment with paint effects and textures – dotting, scratching, splashing.

- Key artists:
- Georges Seurat