

Maths

- Add and subtract numbers mentally, including a three-digit number and tens

Addition & Subtraction

- Add numbers with up to three digits using the formal method of columnar addition
- Subtract numbers with up to three digits using the formal method of columnar subtraction
- Add and subtract numbers mentally, including a three-digit number and hundreds
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Multiplication & Division

- 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 he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods



Year 3 Autumn 2

Trips and Events
N/A

English

Writing Genres

- Non-chronological reports
- Persuasive writing (leaflets)

GPS skills

- Compound sentences
- Complex sentences
- Prepositions

Cross-Curricular Writing

- Instructions
- Descriptive writing

History

Prehistoric Britain

- Describe changes in Britain from the Stone Age to the Iron Age.
- Place the time period being studied on a timeline. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- Use an increasing range of common words and phrases relating to the passing of time.
- Begin to use historic terms related to the period of study.
- Use sources of information and simple observations to answer questions about the past. To begin to look for smaller details which may give clues
- Ask and answer questions, choosing and using a range of sources to demonstrate understanding.
- Begin to use resources to find out about aspects of life in the past and represent them in a more formalized manner. E.g. charts, timelines

Geography

Building locational knowledge: Europe.

- Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features.
- Name and locate some well-known European countries and their capital cities.
- Name and locate counties and cities of the United Kingdom and the key topographical features.
- Recall the location of the world's continents and oceans and begin to locate the Equator, Northern and Southern Hemisphere.
- Recognise there are similarities and differences between places.
- Develop an awareness of how places relate to each other.
- Explain about weather conditions/patterns around the UK and parts of Europe.

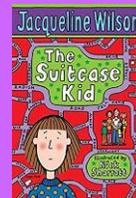
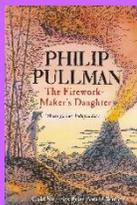
Science – Practical Skills

Working Scientifically

- Ask and answer relevant questions.
- Set up simple practical enquiries.
- Make systematic and careful observations using a range of equipment, including thermometers and data loggers.
- Identify, group and classify

- with increasing accuracy.
- Gather and record data in a variety of ways to help with answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams.
- Identify differences, similarities or changes related to simple scientific ideas and processes.

Key Texts



MFL- French

- Show that he/she recognises words and phrases heard by responding appropriately.
- Follow simple instructions and link pictures or actions to language.
- When listening to stories, rhymes or songs, join in with repeated section and identify particular phonemes and rhyming words.
- Ask and answer simple questions, for example, about personal information.
- Repeat sentences heard and make simple adaptations to them.
- Use mostly accurate pronunciation and speak clearly when addressing an audience.
- Use simple adjectives such as colours and sizes to describe things orally.

Music

Pulse and Rhythm 1

- To confidently identify and move to the pulse.
- Know how to find and demonstrate the pulse.
- Know the difference between pulse and rhythm.
- Know how pulse, rhythm and pitch work together to create a song.
- Know that every piece of music has a pulse/steady beat.
- Know the difference between a musical question and an answer.

PE

Hockey

- To effectively dribble a ball across multiple sports. (basketball, football, hockey)
- To throw and hit a ball in different ways (e.g. high, low, fast or slow).
- To begin to skills and tactics in a small-sided game.
- To know and use rules of taught team sports fairly.
- Be aware of space and use it to support team mates in a game.

An additional fitness session will form part of the PE curriculum this half term.

RE

Christianity

- Begin to make links between texts and the core concepts studied.
- Offer suggestions about what texts can mean.
- Describe how people show their beliefs in how they worship.
- Make links between stories, teachings and concepts studied and how people live, individually and in communities.
- Express some ideas of their own clearly, based on the religions studied.

Art

Self-Portraits – Sketching

The children will:

- Use a sketchbook for recording observations for experimenting with techniques or planning out ideas.
- Experiment with different grades of pencils
- Draw for a sustained period of time
- Use different media to achieve variations in line texture, tone, colour shape and pattern, Artists - Rembrandt and brief link with other portrait artists.

PSHE

Celebrating Differences

The children will:

- Identify a time when their words affected someone's feelings and what the consequences were.
- Give and receive compliments and know how this feels.

DT

Cooking and Nutrition

- Talk about the different food groups and name food from each group.
- Understand that food has to be grown, farmed or caught in Europe and the wider world.
- Discuss, plan and label a product based on research and experiences. Create a design criteria.
- Use a wider variety of ingredients and techniques to prepare and combine ingredients safely.
- Evaluate against their design criteria identifying strengths and possible changes.

Computing

Word Processing Skills

- Use technology safely, respectfully and responsibly. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Make efficient use of familiar forms of input and output devices.
- With support select and use a variety of software to accomplish goals. To use desk top publishing tools effectively and understand the differences between a word processor and desk top publisher
- With support select and use a variety of software to accomplish a goal.