

**Year 3 Autumn Term Overview 2018**

<b>Subject</b>	<b>Half Term 1</b>	<b>Half Term 2</b>
<b>English</b>	<p><b><u>Fiction – Adventure Stories</u></b>                      Linking to our history topic, children will be using the story of Ug by Raymond Briggs (the story of a boy and his family living in the Stone Age) to create their own exciting adventure stories following a structure of problem, journey and resolution.</p> <p><b>Grammar</b>                      Children will practise writing using the correct tense consistently, writing in the first person and including direct speech. Sentence composition and word choice to create effect will also be focussed on this unit.</p> <p><b><u>Non-Fiction – Recount</u></b>                      Bases on the book The True Story of the Three Little Pigs by Jon Scieszka, the children will write recounts of the story in the style of a newspaper report.</p> <p><b>Grammar</b>                      Children will have the opportunity to consolidate their knowledge of writing in the past tense and will, in addition, consider powerful verbs and verb tenses. They will learn how to punctuate direct speech and how to use a range of conjunctions to extend their ideas. Writing in the third person will be a focus of their recounts.</p> <p><b><u>Poetry – Humorous Poems</u></b>                      In this unit, children will learn how to identify key</p>	<p><b><u>Poetry – Shape Poetry and Firework Calligrams</u></b>                      We will begin the second half of the autumn term by investigating words and how they can be used to create different effects by writing shape poems based on fireworks.</p> <p><b>Grammar</b>                      The children will learn how apostrophes are used to show both possession and to mark missing letters in contracted words and become confident in using them accurately and in context.</p> <p><b><u>Fiction - Fables</u></b>                      We will be exploring a range of both traditional and modern fables and identifying the morals within each tale. Children will have the opportunity to plan, write and edit their own fables based upon the texts we share together in class.</p> <p><b>Grammar</b>                      The children will explore the use of conjunctions to both expand sentences and explain ideas. This unit will also give the children the opportunity to consolidate their learning on punctuating direct speech and they will begin to use prepositions when describing a scene.</p> <p><b><u>Instructions and Explanations – Moving Monsters</u></b>                      Linking to the children’s learning about forces in</p>

	<p>themes in poetry as well as patterns in rhyme. As a class, we will watch famous writers reciting poetry before rehearsing different poems and reciting them in small groups. Children will write their own poem in the style of one we have studied in this unit.</p> <p><b>Grammar</b> During the poetry unit, the children will be focusing on different word classes, identifying nouns, verbs and adjectives in poems and using powerful verbs, adjectives and adverbs for effect in their own writing.</p> <p><b>Spelling</b> Weekly spellings will be taught and tested that link to phonics and the National Curriculum spelling list for year 3.</p> <p><b>Guided reading</b> In small, focussed groups, children will tackle a range of genres to suit their reading ability.</p>	<p>Science and the use of pneumatics to make moving monsters in DT, the class will write instructions to explain how they designed and constructed their monsters. During this unit, the children will learn how imperative verbs are used to write clear, precise instructions and how conjunctions are used to add explanation and show cause/effect.</p> <p><b>Grammar</b> We will be learning how commas can be used in lists and how prepositions are used to express time, place and cause.</p> <p><b>Spelling</b> Weekly spellings will be taught and tested that link to phonics and the National Curriculum spelling list for year 3.</p> <p><b>Guided reading</b> In small, focussed groups, children will tackle a range of genres to suit their reading ability.</p>
<p><b>Mathematics</b></p>	<p>In Maths, children will practise skills to enhance their mental fluency and understanding of number. This will include improving their understanding of key concepts in mathematics such as place value and skills for learning and being able to quickly recall number bonds and times table facts.</p> <p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>• Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</li> <li>• Compare and order numbers up to 1000.</li> </ul>	<p>The children will continue to consolidate and extend their knowledge and recall of mathematical concepts such as number bonds, place value and times tables facts. In addition, they will have regular opportunities to practise their reasoning and problem solving skills by answering questions that consider maths in context.</p> <p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>• Statistics. Interpret and present data using bar charts, pictograms and tables. Solve one-</li> </ul>

	<p>Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. Identify, represent and estimate numbers using different representations</p> <ul style="list-style-type: none"> <li>• Add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>a three-digit number and ones</li> <li>a three-digit number and tens</li> <li>a three-digit number and hundreds.</li> </ul> </li> <li>• Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> <li>• 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.</li> <li>• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</li> </ul>	<p>step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.</p> <ul style="list-style-type: none"> <li>• Geometry. <ul style="list-style-type: none"> <li>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Measure the perimeter of simple 2-D shapes.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Science</b></p>	<p><b><u>Rocks</u></b>  Through scientific investigation, the children will compare different types of rocks and soils based upon their appearance and simple physical properties. In addition, they will learn how soil is formed from rocks and organic matter. Children will research what fossils are, describe how they are formed and understand the information they can provide about the past.</p>	<p><b><u>Forces and Magnets</u></b>  The science focus for this half term will be forces and magnets. The children will investigate forces by making predictions and comparing the movement of various objects on a range of different surfaces. Using magnets, the children will learn how to group everyday materials based on whether they are magnetic or not and will be taught about the properties of magnets.</p>

<b>Computing</b>	<p><b><u>Authoring</u></b> Children will have the opportunity to learn new skills in computing. They will investigate computer storage capacities and ways of saving data. The children will learn about the school network and different operating systems. They will use different software programmes to create digital content by creating and manipulating images and words.</p>	
<b>PSHE</b>	<p><b><u>Going for Goals</u></b> In PSHE, the children will consider goals that they hope to achieve both within and outside of school. Through class and small group discussion time, they will consider how their attitude and effort could help them to best achieve their goals. In addition, we will continue to discuss ways in which to achieve our whole school values.</p>	<p><b><u>Getting On and Falling Out</u></b> The children will engage in a variety of small group and whole class activities that will allow them to reflect as individuals; relating to managing feelings, empathy and social skills. We will also continue to discuss whole school values.</p>
<b>History or Geography</b>	<p><b><u>History: Prehistoric Britain</u></b> During this half-term, the children will learn about changes in Britain from the Stone Age to the Iron Age. This will include looking at many aspects of daily life, such as farming, technology, art and culture and religion.</p> <p>The children will have the opportunity to showcase their historical knowledge and understanding by writing a recount of Stone Age life.</p> <p><b><u>No Geography Focus</u></b></p>	<p><b><u>Geography: Locational Knowledge</u></b> In geography, the children will learn how to use maps to locate different countries around the world. They will learn how to recognise the position and understand the significance of the equator, lines of latitude and longitude, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Prime/Greenwich Meridian. As a class, we will focus on Europe, identifying countries and major cities and their key physical and human characteristics. When looking at the United Kingdom, the children will identify cities and counties and their key topographical features (hills, mountains, coasts and rivers).</p> <p><b><u>No History focus</u></b></p>
<b>RE</b>	<p>This term, the children will continue to explore Christianity, as well as being introduced to Islam as an additional principle religion. They will learn about the life of Muhammad (PBUH) and consider how</p>	

	<p>this affects Muslims today. They will explore some ways in which these religions name and describe the attributes of God, considering why people have different ideas about God and developing their own thoughts on what God is to them. The children will consider the role of the Angels within the Nativity story, and learn about the symbolism and significance of the gifts given to Jesus at Christmas.</p>	
<b>Art or DT</b>	<p><b><u>Cave Paintings</u></b>  In art, the children will begin the term by practising key skills such as colour mixing and mixing shades and tints. To link with our topic work on Prehistoric Britain, we will consider the scenes depicted in cave paintings and the children will create their own scenes using fingers and sticks to paint with.</p>	<p><b><u>Moving Monsters</u></b>  Using a simple pneumatic system controlled by syringes, the children will investigate how air pressure can be used to create and control movement. They will design and create a monster with at least one moving part, controlled by a pneumatic system.</p>
<b>Music</b>	<p>In music, the children will have the opportunity to take part in the 'Open Access' music programme, receiving a weekly 30 minute, half-class cello lesson with Mrs Dobson.</p> <p>The children will be exploring how sounds can be descriptive this term, with a focus on animals. They will listen and respond to pieces of music from 'The Carnival of the Animals' and will engage in activities such as moving in different ways to a piece of music, miming different animals, learning traditional Indian hand gestures to mimic different animals and inventing their own sounds and musical pieces to represent chosen animals.</p>	
<b>PE</b>	<p><b><u>Gymnastics</u></b>  Gymnastics will be taught this term and the children will practise the following key skills: travelling including how to change height and direction; balancing using different parts of the body and how to create body shape. Individually and in small groups, the children will combine the skills they have learnt to choreograph a short sequence of movements. The children will have the opportunity to watch, edit and evaluate their own sequence in order to improve their final routine. They will also evaluate the performance of their peers and learn how to offer constructive feedback.</p>	
<b>French</b>	<p>French will be delivered by modern foreign language specialists from the Priory School.</p>	