

The Half Term Ahead

Year 3: Autumn 2

Earth Charter links: Past, Future, Earth
 Big Question: How was life in a prehistoric settlement different to life today?

Launch Event: Visit to Stone Henge
 Finale Event: Stone Age Art

Key dates	Home Learning Expectations								
<p>Please put these dates in your diary:</p> <ul style="list-style-type: none"> ⇒ Autumn 2 – every Friday, Forest School (Friday 8th November, until Friday 13th December.) ⇒ PTA Fireworks Event – 9th November ⇒ Stonehenge Trip – 12th November ⇒ Children in Need – Onesie Day - 15th November ⇒ Christmas Jumper Day – 18th December ⇒ Christmas Carol concert – 19th December ⇒ 1.30 finish – 20th December <p>‘Reach for the Stars’ – optional enrichment activities to enjoy with your child:</p> <ul style="list-style-type: none"> ⇒ Challenge 1: Create a mathematical game that would help someone to learn their times tables. ⇒ Challenge 2: Create a three- dimensional shape using spaghetti, or any pasta. Perhaps you could create vertices using marshmallows or moulding clay. ⇒ Challenge 3: Produce a fact file based on Stonehenge. This could include photographs, pictures, information text or you could even create your very own model. Be creative! ⇒ Challenge 4: Write a character description about a character in a book you are reading at home. Try to include some of the features we have been looking at in class, such as adjectives, expanded noun phrases (DAAN – Determiner, adjective, adjective, noun) and practise using neat, legible, joined up handwriting. ⇒ Challenge 5: Write an instruction, adventure text, like the one we produced in school. Think about your central character and where the adventure takes them. Remember to include imperative (bossy) verbs, prepositions and a range of adverbs. ⇒ Challenge 6: Time yourself chanting the 2, 5, 10 and 3 times tables. Don’t forget to practice the inverse too. 	<p>Reading every day: the power of 1:1 reading The expectation is that every child reads at home (or is read to by an adult) every day. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities.</p> <p>Home Learning cycle: standardised deadlines</p> <ul style="list-style-type: none"> ⇒ The homework cycle begins on Friday ⇒ All homework is due to be completed by Thursday morning of the next week. <p>Tasks/activities in addition to reading at home daily:</p> <table border="1" data-bbox="1126 740 2022 1034"> <thead> <tr> <th data-bbox="1126 740 1574 809">Activity</th> <th data-bbox="1574 740 2022 809">Expectation</th> </tr> </thead> <tbody> <tr> <td data-bbox="1126 809 1574 884">Doodle Maths</td> <td data-bbox="1574 809 2022 884">5x 10min sessions a week</td> </tr> <tr> <td data-bbox="1126 884 1574 960">Spellings</td> <td data-bbox="1574 884 2022 960">Around 15 minutes a week via Spelling Shed</td> </tr> <tr> <td data-bbox="1126 960 1574 1034">‘Times Tables Rockstars’</td> <td data-bbox="1574 960 2022 1034">5x 10min sessions a week</td> </tr> </tbody> </table>	Activity	Expectation	Doodle Maths	5x 10min sessions a week	Spellings	Around 15 minutes a week via Spelling Shed	‘Times Tables Rockstars’	5x 10min sessions a week
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Curriculum Overview

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Reading: Key Text	Stone Age Boy - Satoshi Kitamura Give / explain the meaning of words in context retrieve and record information / identify key details from fiction and non-fiction summarise main ideas from more than one paragraph make inferences from the text / explain and justify inferences with evidence from the text predict what might happen from details stated and implied identify explain how information narrative content is related & contributes to meaning as a whole identify / explain how meaning is enhanced through choice of words and phrases make comparisons within the text.
Writing & Grammar	Writing to inform: Core text: Day of the Dinosaurs – Steve Brusatte - group related ideas into paragraphs organisational devices such as headings, sub-headings, bullet points expanded noun phrases conjunctions to create multi-clause sentences prepositions to add detail about time and place Developing Dialogue: Stone Age Boy – Satoshi Kitamura – understand the uses and purposes of dialogue in narrative writing use inverted comma to demarcate speech use past and progressive tense expanded noun phrases to describe and specify make choices about vocabulary
Spelling	Compound words and words with unstressed vowels words with the diagraph ‘ai’ ‘oi’ words with the diagraph ‘ay’ and ‘oy’ Words with the split diagraph ‘a_e’ words with the split diagraph ‘e_e’ words with the split diagraph ‘i_e’
Maths	Addition and Subtraction: Add and subtract two numbers across a 10 and a 100. Adding a two digit number to a three digit number. Subtracting a two digit number from a three digit number. Number bonds to 100. Multiplication and Division : Multiplying and dividing by 2, 3, 4, 5, 8 and 10
Science	Physics: Light – light travels in straight lines some light sources are natural, others are man-made darkness is the absence of light sources of light emit their own light some materials are more reflective than others opaque, translucent and transparent materials allow no, some or all light to pass through them shadows form behind an opaque object when light from a source is blocked the size of shadows changes when the distance of the light source changes.
RE	THEOLOGY and SCIENCES: Christianity What is the Trinity? How have artists used symbolism to express Trinity?
PSHE	Celebrating Difference: Accept that everyone’s family is different and important to them differences and conflict can sometimes happen in families what it means to be a witness to bullying some words can be used in hurtful ways the words we use can affect someone’s feelings
PE	Outdoor: Football Indoor: Orienteering
Computing	Stop Frame Animation: - learn about simple animation techniques and create their own animations in the style of flip books (flick books) using sticky notes create a stop-frame animation using a tablet or pc create a storyboard showing the characters, settings and events that they would like to include in their own stop-frame animation evaluate their animations and try to improve them by creating a brand-new animation based on feedback add other media and effects into their animations, such as music and text.
Humanities	History: Prehistoric Britain – Homo sapiens shared the Earth with Neanderthals but not with dinosaurs Pre-history refers to the study of humans before there was writing Pre-historic Britain is split into Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather Agriculture is the farming of plants (arable) and animals (pastoral) to eat Stonehenge and other stone circles are made of sedimentary and igneous rocks.
Art	Art: Why do we make Art? - Pupils will consider the purpose and meaning of art. They will look at some of the earliest works of art we have discovered and consider the meanings which have been ascribed to them/ produce a double page of sketchbook research on Palaeolithic art using pastels study the work of Pablo Picasso and consider the impact seeing Palaeolithic art had on him as an artist produce a series of observational drawings of palaeolithic animals, some using continuous line create a developed cave painting style drawing of a living species of megafauna use watercolour paints and pencils to create a mixed media reproduction of artwork from Lascaux or Chauvet in the style of illustrator Satoshi Kitamura.
Music	Let’s celebrate - Harvest and Christmas Celebration Songs Note Values - Recognition of Musical Notes Musical Vocabulary - Linked to project
MFL	• In Haiti and in France • Days of the week GRAMMAR • Essential verb: to be, being – ÊTRE (I am – je suis, you are – tu es, he is – il est, she is – elle est, it is – c’est) • Adjective agreement for masculine/feminine (as complement to verb) • Yes/no questions with raised intonation

