

The Half Term Ahead

Year 3: Autumn 1

Earth Charter links: Earth, Past, Interconnected
Big Question: What is Life Like in the United Kingdom?

Launch Event: Silhouette – Peter Pan
Finale Event: Picture Frame Showcase

Key dates	Home Learning Expectations								
<p>Please put these dates in your diary:</p> <ul style="list-style-type: none"> ⇒ Year 3 Curriculum Event – Wednesday 18th September ⇒ Individual and sibling photos – 2nd-5th October ⇒ Interhouse Cross Country Competition – 25th October ⇒ PTA AGM meeting – 21st October ⇒ Autumn 2 – every Friday, Forest School ⇒ 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: Write a fun story incorporating the 2, 5 or 10 times tables. ⇒ Challenge 2: Throw a dice three times to create a three digit number, then under the headings ‘hundreds’, ‘tens’ and ‘ones’, use fun materials you can find at home (e.g. pieces of pasta) to show how many hundreds, tens and ones there are in your number. Write the 3-digit number at the top and take a photo to show us! ⇒ Challenge 3: Choose one area of the UK you are interested in and do some further research on this place. This could be sites and places of interest, activities, climate and terrain, food, sports (such as famous footballers, large historic events). You can present this information as a poster or fact sheet, or on the computer as a word document or PowerPoint. During the last week of this term, everyone will have the opportunity to present their research to the rest of the class. ⇒ 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 a poem, in a style of your choice, about an aspect of our topic. For example, this could be a Haiku poem about rocks linked to our science topic. ⇒ Challenge 6: My Hundreds chart: For these types of place value activities, provide your child with a copy of a one hundreds chart and a set of crayons or coloured pencils. Give directions to colour and locate certain numbers that would indicate a knowledge of place value. You might say, “Colour all the numbers that have a 5 in the tens place blue,” and after that, “Colour all the numbers that have a zero in the ones place orange.” As you do this, your child will be made aware of the place value patterns that exist in our number system. 	<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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #0070C0; color: white;">Activity</th> <th style="background-color: #0070C0; color: white;">Expectation</th> </tr> </thead> <tbody> <tr> <td>Doodle Maths</td> <td>5x 10min sessions a week</td> </tr> <tr> <td>Spellings</td> <td>Around 15 minutes a week via Spelling Shed</td> </tr> <tr> <td>‘Times Tables Rockstars’</td> <td>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	Peter Pan by J.M.Barrie - retold in rhyme by Caryl Hart 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	Poetry: Jabberwocky by Lewis Carroll develop understanding of poetry, its conventions and purposes alliteration onomatopoeia repetition Developing Description: Once Upon an Ordinary School Day – Colin McNaughton: correctly use 'a' or 'an' fronted adverbials commas adjectives nouns prepositions to add detail expanded noun phrases progressive verb forms Instructions: Instructions by Neil Gaiman present tense progressive verb forms wide range of conjunctions adjectives nouns adverbs expanded noun phrases prepositions
Spelling	Words where the diagraph 'ou' make an /ow/ sound words where the diagraph 'ou' makes a /u/ sound words where 'y' makes an /i/ sound words ending in '-sure' words ending in '-ture' challenge words.
Maths	Place Value: Represent numbers to 1000 Partition numbers to 1000 Find 1, 10 or 100 more or less Number lines to 1000 Count in 50s Addition and Subtraction: Add and subtract 100s Add and subtract 10s across a 100
Science	Chemistry: Rocks To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within a rock. Recognise that soils are made from rocks and organic matter.
RE	THEOLOGY: How do people think about the Bible? Origins, content, significance, constructions and interpretation of the Bible.
PSHE	Being Me in My World Getting to know each other Our Nightmare School Our Dream School Rewards and Consequences Our Learning Charter Owing our Learning Charter.
PE	Outdoor: Football Indoor: Orienteering
Computing	Connecting Computers digital devices accept inputs, produce outputs, follow a process Develop knowledge of the relationship between inputs, processes, and outputs and apply it to devices and parts of devices that they will be familiar with from their everyday surroundings. Compare digital and non-digital devices Explain how and why computers are joined together to form networks. Introduces key network components, including a server and wireless access points. Learners will examine each device's functionality and look at the benefits of networking computers.
Humanities	Geography: The United Kingdom The United Kingdom and the eight compass points Countries, regions and counties Political and physical maps of the UK Ordnance survey maps Physical and Human Features
Art & DT	Art: Silhouettes – Peter Pan depict the edge of an object in a linear form present silhouette as a solid shape. DT: Structures – Picture frames Triangulation is used in many different structures for strength and stability Free-standing structures can be made more stable by adding a stand Ties can make structures more stable Marking out: Use a ruler to measure out right angles Shaping: Use small hand-tools to make a hole safely Shaping: Use rulers to measure and cut our precise shaping. e.g. an aperture Finishing: Finish products with paper and cardboard decorations and paints
Music	Let's celebrate - Harvest and Christmas Celebration Songs Note Values - Recognition of Musical Notes Musical Vocabulary - Linked to project
MFL	Describing me and others • In class • 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

