

## Maths

### Place Value

- Recognise numbers to 1000.
- Partition numbers to 1000.
- Find 1, 10 and 100 more or less than a number.
- Estimate numbers
- To compare numbers.

### Addition and Subtraction

- Add and subtract 1s, 10s and 100s.
- Add and subtract 1 and 2 digit numbers not crossing the 10 or 100.
- Add and subtract 1 and 2 digit numbers by crossing the 10 or 100.
- Spot pattern, explaining the reasoning.
- To apply inverse operations.



## English

**Shared Reading** : The Boy Who Crew Dragons by Andy Shepherd

**Writing** : The True Story of the Three Little Pigs by Jon Scieszka (Narrative)

Fox in the Night by Martin Jenkins (Explanation)

- The children will explore the characters in the stories and understand how the decisions made by them impact the plot when writing their narrative.
- To produce an explanation text on nocturnal animals alongside Science learning.

### Grammar Focus

- Consolidation of capital letters and full stops
- Exclamation marks and question mark
- Time adverbials
- -ing action words
- Repetition sentence
- Onomatopoeia
- Taste sentence



## Science –Biology

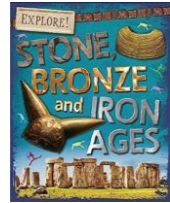
### Animals including Humans

- To identify that animals, including humans, need the right type of nutrition from what they eat.
- To name features of the skeletal system.
- To explain the difference between a vertebrate and an invertebrate.
- To investigate how joints and muscles support movement.
- To understand how the skeleton supports, protects and provides movement to the body.



## History – Stone Age

- To place historical events in chronological order.
- To understand what humans in the past needed for survival.
- To make logical conclusions about the past from primary sources.
- To understand how people lived during the Neolithic period.
- To identify similarities and differences between the Stone Age and Bronze Age.
- To understand how historical items provide information about the past.
- To understand how British society changed in the Iron Age.



## Year 3 - Autumn 1

This term our

Topic is

Stone Age

Who lived in Britain first?



## Computing

### Online Safety

Computing systems and networks – Connecting computers

- To explain how digital devices function.
- To identify input and output devices.
- To recognise how digital devices can change the way we work.
- To explain how a computer network can be used to share information.
- To explore how digital devices can be connected.
- To recognise the physical components of a network.

## Music

### Writing Music Down

- To recognise and play a steady beat.
- To recognise and/or read simple notation.
- To be introduced to the stave, lines and spaces, and clef.
- Apply word chants to rhythms, understanding how to link each syllable to one musical note.
- Internalise, keep and move in time with a steady beat in 4/4 time.
- Copy back rhythms from memory or with notation.
- Listen to the rhythms provided and create a simple rhythmic answer.

## PE

### Indoor – Cheerleading

This unit focuses on performing sequences with low, medium level shapes, contrasting shapes, matching, mirroring and linking. Pupils will perform a wide range of shapes in flight, both on and off apparatus and develop their learning of balances and rolls

### Outdoor – Tag Rugby

This unit focuses on evading and tagging opponents, keeping control of the ball, passing the ball accurately and receiving safely on the move. Pupils will have the opportunity to apply learned skills in a game of tag rugby.

## RE

What does it mean to be Jewish?

- To understand what it means to be Jewish
- To understand about the Jewish festival of Rosh Hashana
- To recognise what Jews believe about God.
- To make comparisons between Judaism and other religions.
- To explain the importance of the Torah .
- To recall the story of Moses

## Art – Stone Age Cave Drawing

Skill: Drawing

- To research the life and style of an artist.
- To illustrate my version of an artist's style and method.
- To use different media to achieve variations in line, tone, colour, shape and pattern.
- To plan appropriate materials and designs.
- To make a product in the style of an artist.
- To make a product in the style of an artist.
- To evaluate ideas, methods and approaches in my own and others' work.



## French – Salut

- I can greet others
- I can introduce myself
- I can count to 10
- I can introduce my immediate family

## PSHE: | Decision

Feelings and emotions - Grief and Sadness Focus

- To recognise and name emotions and their physical effects.
- To know the difference between pleasant and unpleasant emotions.
- To understand that feelings can be communicated with and without words.
- To learn a range of skills for coping with unpleasant/uncomfortable emotions.

