

Year 3 Autumn 1 and 2	
English	Maths – ‘Place value’, ‘Addition and subtraction’ and ‘Multiplication and division’
<p><b>‘When we lived in Uncle’s Hat’, ‘The Stone Age Boy’, ‘The Mousehole Cat, non-chronological reports and performance poetry.</b></p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> <li>to articulate and justify answers, arguments and opinions.</li> <li>to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>to participate in discussions, presentations, performances, roleplay/improvisations and debates.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>to listen and discuss a wide range of fiction, poetry and non-fiction.</li> <li>to read books that are structured in different ways and read for a range of purposes.</li> <li>to identify themes and conventions in a wide range of books.</li> <li>to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>retrieve and record information from non-fiction.</li> <li>to participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>spell words that are often misspelt.</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number.</li> <li>to 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> <li>identify, represent and estimate numbers using different representations.</li> <li>read and write numbers to 1000 in numbers and words.</li> <li>solve number problems and practical problems involving these ideas.</li> <li>to 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 answer.</li> <li>solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.</li> <li>add and subtract numbers mentally, including a three-digit number and ones.</li> <li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</li> </ul>

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<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> <li>• organise paragraphs around a theme.</li> <li>• in narratives, creating settings, characters and plot.</li> <li>• in non-narrative material, using simple organisational devices such as headings and sub-headings.</li> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>• to extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when</i>, <i>if</i>, <i>because</i>, <i>although</i>.</li> <li>• to using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• using commas after fronted adverbials.</li> <li>• using and punctuating direct speech.</li> </ul>	<b>Science – 'Rocks and Soils' and 'Magnets'</b> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>• recognise that soils are made from rocks and organic matter.</li> <li>• notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>• observe how magnets attract or repel each other and attract some materials and not others.</li> <li>• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li> <li>• describe magnets as having two poles.</li> <li>• predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>
	<b>Geography - Mountains</b>
	<ul style="list-style-type: none"> <li>• to know what mountains are and how mountains are formed</li> <li>• to know where the main fold mountains are in the world</li> <li>• to locate mountain ranges in the UK and Europe</li> <li>• to locate mountain ranges around the world</li> <li>• to learn about mountain climates and how have animals adapted to live there</li> <li>• to understand the risks and dangers of mountains</li> <li>• to know famous mountaineers and their achievements</li> </ul>
<b>History – 'The Stone Age, The Bronze Age and The Iron Age'</b>	<b>Religious Education - 'Christian Creation' and 'The Trinity'</b>

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- to understand the term prehistory
- to know the three phases of the stone age
- to explain the progression of human development over time in terms of homes
- to learn about the late Neolithic hunter-gatherers and early farmers
- to understand the role of an archaeologist and what evidence they use from prehistory
- to understand what human developments defined the Bronze and Iron Age and how this advanced human existence

- children will be able to place the concepts of God and creation on a timeline of the Bible's 'big story'.
- to look at Genesis 1 to understand what Christians believe about God and creation.
- recognise that the story of 'the Fall' in Genesis 3 gives Christians an explanation of why things go wrong in the world.
- explore the symbolism of the baptism ceremony.
- look at ways in which the trinity is used in worship.
- children will understand what a 'Gospel' is and learn some of the stories it contains.

### Art – Cave paintings

- to apply an understanding of prehistoric man-made art
- to understand and use scale to enlarge drawings in a different medium
- to explore how natural products, produce pigments to make different colours
- to select and apply a range of painting techniques
- to apply painting skills when creating a collaborative artwork

### Physical Education – Ball skills, Yoga, Netball and Gymnastics

#### Ball Skills

- to develop confidence and accuracy when tracking a ball.
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- to explore and develop a variety of throwing techniques.
- to develop catching skills using one and two hands.
- to develop dribbling a ball with hands.
- to use tracking, sending and dribbling skills with feet.

#### Yoga

- to explore connecting breath and movement.
- to explore new yoga poses and begin to connect them.
- to explore gratitude when remembering and repeating a yoga flow.
- to develop flexibility and strength in a positive summer flow.

### PSHE – 'Families and relationships' and

- To learn how to resolve relationship problems; effective listening skills and about non-verbal communication.
- to look at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist
- to understand that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation;
- to explore identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.

### Design and technology – Electronic charm

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- to develop flexibility in an individual yoga flow.
- to develop confidence and strength in arm balances.

### Netball

- to develop passing and moving and play within the footwork rule.
- to develop passing and moving towards a goal.
- to develop movement skills to lose a defender.
- to be able to defend an opponent and try to win the ball.
- to develop the shooting action.
- to develop playing using netball rules.

### Gymnastics

- to be able to create interesting point and patch balances.
- to develop stepping into shape jumps with control.
- to develop the straight, barrel, and forward roll.
- to be able to transition smoothly into and out of balances.
- to create a sequence with matching and contrasting actions and shapes.
- to create a partner sequence incorporating equipment.

- to understand the impact of the digital revolution in the world of (D&T) product design
- to write a program to initiate a flashing LED panel after button press and/or automatically initiate using the Micro:bit light sensing, as part of an eCharm
- to create and decorate a foam pouch for the eCharm, using a template
- to design a display badge and/or stand using CAD (computer-aided design) software for an eCharm product

## Computing

## Music - Traditional instruments and improvisation (India)

### **'iSafe' and 'iNetwork'**

- to recognise when something encountered online does not feel right
- to identify some of the risks of sharing publicly online
- to understand some measures that can be taken to stay safe
- to raise awareness about appropriate and inappropriate content for online sharing
- to understand potential consequences of sharing without consent
- to understand some of the ways we can protect ourselves online against manipulation
- to understand the ways the internet can make young people feel about themselves
- to understand the need for strong passwords

- To recognise and describe changes in music
- To create a soundscape using percussion instruments
- To play a melodic pattern from simple notation with letter names
- To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.
- To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.
- To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'.
- To know that a 'drone' in music is a note that goes on and on, staying the same.
- To know that many types of music from around the world

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- to identify several different forms advertising can take online
- to understand what a network is.
- to know key parts of a computer network.
- to understand that the internet is the physical connections between computers and networks.
- to understand that devices on networks have a unique address.

consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.

- To understand that music from different parts of the world has different features.
- To describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- To begin to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- To compose a piece of music in a given style with voices and instruments.
- To use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.

### French

- to greet someone and introduce yourself in French
- to use the correct French greeting for the time of day
- to ask and answer a question about feelings in French
- to recognise and name colour words
- to describe shapes by their colour
- to describe shapes by their size and colour
- to understand and recognise what are cognates and near cognates
- to follow instructions in French