



# Year 3 Curriculum Newsletter: Autumn 1



Below are the key learning links for each subject that will be covered in Year 3 this half term.

| English   | Physical Education   | History  |
|---|--|--|
| <p><u>Folk Tales</u></p> <ul style="list-style-type: none"> <li>- Identify, select, generate and effectively use prepositions for where</li> <li>- Use different sentence structures e.g. prepositions to create sentences</li> <li>- Use inverted commas to punctuate direct speech (speech marks).</li> <li>- Improvise, create and write dialogue.</li> <li>- Read and analyse narrative in order to plan and write their own versions.</li> <li>- Discuss and record ideas for planning e.g. chunk a plot</li> <li>- Create and develop plots based on a model.</li> <li>- Discuss and propose changes with partners and in small groups.</li> <li>- Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul> <p><u>Biography</u></p> <ul style="list-style-type: none"> <li>- Explore and identify main and subordinate clauses in complex sentences.</li> <li>- Explore, identify and create complex sentences using a range of conjunctions e.g. when, while, after, before</li> <li>- Use different sentence structures e.g. conjunctions to create complex sentences.</li> <li>- Discuss and record ideas for planning using a range of formats, e.g. boxing up.</li> <li>- Group related material into paragraphs.</li> <li>- Use headings and sub headings to organise information.</li> </ul> | <p><u>Gymnastics</u></p> <p>This topic gives children the opportunity to perform different jumps with control and accuracy as well as attempting to demonstrate a variety of shapes whilst taking flight through the air.</p> <p><u>Invasion Games</u></p> <p>This topic gives children the opportunity to increase their knowledge of the terms 'accuracy' and 'speed' through passing (throwing and kicking) different objects within a small group setting.</p> <p><b>Please make sure that children have full PE kit in school and children do NOT wear earrings/sharp hair accessories on PE day.</b></p>   | <p><u>Riotous Royals</u></p> <ul style="list-style-type: none"> <li>- Can I question how the Normans came to rule Britain in 1066?</li> <li>- Can I understand why King John is an important king in English history?</li> <li>- Can I understand why King Henry VIII wanted an heir?</li> <li>- Can I understand why Queen Anne was important in creating the United Kingdom of Great Britain?</li> <li>- Can I understand what the British empire meant to Victorian people?</li> </ul>  |
| <p><u>Maths</u></p> <p><u>Place Value</u></p> <ul style="list-style-type: none"> <li>- identify, represent and estimate numbers using different representations.</li> <li>- Find 10 or 100 more or less than a given number. 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>- Read and write numbers up to 1000 in numerals and in words.</li> <li>- Solve number problems and practical problems involving these ideas.</li> <li>- Count from 0 in multiples of 4, 8, 50 and 100</li> </ul> <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>- Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.</li> <li>- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> </ul>  | <p><u>Science</u></p> <p><u>Animal and Humans</u></p> <ul style="list-style-type: none"> <li>- To sort foods into food groups and find out about the nutrients that different foods provide</li> <li>- To explore the nutritional values of different foods by gathering information from food labels.</li> <li>- To sort animal skeletons into groups, discussing patterns and similarities and differences</li> <li>- To investigate an idea about how the human skeleton supports movement</li> <li>- To explain how bones and muscles work together to create movement</li> <li>- To design and carry out my own investigation.</li> </ul> <p><u>RE</u></p> <p><u>3.6 Harvest: How do people of faith say thank you to God for the harvest?</u></p> <ul style="list-style-type: none"> <li>- there is a connection between Christian beliefs and their actions</li> <li>- that the Bible records people harvesting and gives instruction that people should give their first and their finest grain</li> <li>- talk about different ways people celebrate the harvest</li> <li>- describe and recognise the similarities between different religious harvest festivals.</li> <li>- express my opinion about why communities celebrate harvest</li> </ul> | <p><u>Design and Technology</u></p> <p><u>Textiles – Cushions</u></p> <ul style="list-style-type: none"> <li>- The children are introduced to cross-stitch and the decorative sewing technique appliquéd and experiment with trying these stitches independently.</li> <li>- Pupils design their own cushions, adhering to set design criteria, which include the use of cross stitch and appliquéd.</li> <li>- Using appliquéd and cross-stitch, pupils decorate their cushions in accordance with their designs.</li> <li>- Children complete their cushions, sewing the edges together, stuffing them and using the decorative pieces of materials from the previous lesson.</li> </ul> |
| <p><u>Maths</u></p> <p><u>Place Value</u></p> <ul style="list-style-type: none"> <li>- identify, represent and estimate numbers using different representations.</li> <li>- Find 10 or 100 more or less than a given number. 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>- Read and write numbers up to 1000 in numerals and in words.</li> <li>- Solve number problems and practical problems involving these ideas.</li> <li>- Count from 0 in multiples of 4, 8, 50 and 100</li> </ul> <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>- Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.</li> <li>- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> </ul>  | <p><u>RE</u></p> <p><u>3.6 Harvest: How do people of faith say thank you to God for the harvest?</u></p> <ul style="list-style-type: none"> <li>- there is a connection between Christian beliefs and their actions</li> <li>- that the Bible records people harvesting and gives instruction that people should give their first and their finest grain</li> <li>- talk about different ways people celebrate the harvest</li> <li>- describe and recognise the similarities between different religious harvest festivals.</li> <li>- express my opinion about why communities celebrate harvest</li> </ul>  | <p><u>PSHE – SCARF</u></p> <p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> <li>- Explore why rules are different for different age groups, in particular for internet based activities</li> <li>- Explain some of the feelings someone might have when they lose something important</li> <li>- Demonstrate how working together in a collaborative manner can help</li> </ul> <p><u>SCARF</u><br/>Safety, Caring, Acceptance, Respect, Friendship</p>  |
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