



# Year 3 Curriculum Newsletter: Autumn 1

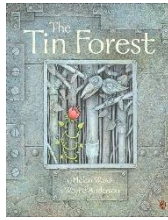
Below are the key learning links for each subject that will be covered in Year 3 this half term.



## English

### Folk Tales

- Identify, select, generate and effectively use prepositions for where
- Use different sentence structures e.g. prepositions to create sentences
- Use inverted commas to punctuate direct speech (speech marks).
- Improvise, create and write dialogue.
- Read and analyse narrative in order to plan and write their own versions.
- Discuss and record ideas for planning e.g. chunk a plot
- Create and develop plots based on a model.
- Discuss and propose changes with partners and in small groups.
- Use appropriate intonation, tone and volume to present their writing to a group or class.



### Biography

- Explore and identify main and subordinate clauses in complex sentences.
- Explore, identify and create complex sentences using a range of conjunctions e.g. when, while, after, before
- Use different sentence structures e.g. conjunctions to create complex sentences.
- Discuss and record ideas for planning using a range of formats, e.g. boxing up.
- Group related material into paragraphs.
- Use headings and sub headings to organise information.



## Maths

### Place Value

- identify, represent and estimate numbers using different representations.
- 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).
- Compare and order numbers up to 1000
- Read and write numbers up to 1000 in numerals and in words.
- Solve number problems and practical problems involving these ideas.
- Count from 0 in multiples of 4, 8, 50 and 100

Multiples of 4	Multiples of 8	Multiples of 50	Multiples of 100
0	0	0	0
4	8	50	100
8	16	100	200
12	24	150	300
16	32	200	400
20	40	250	500
24	48	300	600
28	56	350	700
32	64	400	800
36	72	450	900
40	80	500	1000

hundreds	tens	units
3	5	2

352 means 300 + 50 + 2

$$\begin{array}{r} 1 \ 3 \ 2 \\ 2 \ 3 \ 1 \ 9 \ + \\ \hline 3 \ 7 \ 1 \end{array}$$

$$\begin{array}{r} 3 \ 1 \ 2 \ 1 \ 7 \\ 1 \ 1 \ 9 \ - \\ \hline 2 \ 0 \ 8 \end{array}$$

## Physical Education

### Gymnastics

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.

### Invasion Games

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.

**Please make sure that children have full PE kit in school and children do NOT wear earrings/sharp hair accessories on PE day.**

## Science

### Animal and Humans

- To sort foods into food groups and find out about the nutrients that different foods provide
- To explore the nutritional values of different foods by gathering information from food labels.
- To sort animal skeletons into groups, discussing patterns and similarities and differences
- To investigate an idea about how the human skeleton supports movement
- To explain how bones and muscles work together to create movement
- To design and carry out my own investigation.



## RE

### 3.6 Harvest: How do people of faith say thank you to God for the harvest?

- there is a connection between Christian beliefs and their actions
- that the Bible records people harvesting and gives instruction that people should give their first and their finest grain
- talk about different ways people celebrate the harvest
- describe and recognise the similarities between different religious harvest festivals.
- express my opinion about why communities celebrate harvest



## Routines to Remember

PE: Weekly Full PE Kit should be in school (white t-shirt, black shorts/leggings, trainers)

Reading: 3 times per week is an essential part of home reading learning

Spellings: Handed out weekly for a quick test at the end of the week.

TT Rockstars: To be completed during the week. Children to reach 100 points target. If children do not have access to internet at home, there will be time in school for them to take part.



## History

### Riotous Royals

- Can I question how the Normans came to rule Britain in 1066?
- Can I understand why King John is an important king in English history?
- Can I understand why King Henry VIII wanted an heir?
- Can I understand why Queen Anne was important in creating the United Kingdom of Great Britain?
- Can I understand what the British empire meant to Victorian people?



## Design and Technology

### Textiles – Cushions

- The children are introduced to cross-stitch and the decorative sewing technique appliqué and experiment with trying these stitches independently.
- Pupils design their own cushions, adhering to set design criteria, which include the use of cross stitch and appliqué.
- Using appliqué and cross-stitch, pupils decorate their cushions in accordance with their designs.
- Children complete their cushions, sewing the edges together, stuffing them and using the decorative pieces of materials from the previous lesson.



## PSHE – SCARF

### Me and My Relationships

- Explore why rules are different for different age groups, in particular for internet based activities
- Explain some of the feeling someone might have when they lose something important
- Demonstrate how working together in a collaborative manner can help



## Computing

### Branching Databases

- To sort objects using just 'yes' or 'no' questions
- To complete a branching database using 2Question.
- To create a branching database of the children's choice.



## MFL French

- To learn greeting and how to say good-bye.
- To understand nouns and proper nouns and that consonants are silent at the end of words.
- To locate Paris on a map and understand/respond to some classroom instructions.

## Christian Values

**Endurance**  
**Forgiveness**  
**Friendship**  
**Koinonia**  
**Peace**  
**Thankfulness**  
**Trust**

## British Values

**Democracy**  
**The rule of law**  
**Individual liberty**  
**Mutual respect**  
**Tolerance of those of different faiths and beliefs**