



## Year 3 Curriculum Newsletter: Autumn 2

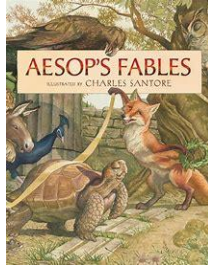
Below are the key learning links for each subject that will be covered in Year 3 this half term.



### English

#### Fables

- Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box.
- Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually.
- Use different sentence structures e.g. adverbs within sentences.
- Read and analyse fables in order to plan and write their own versions.
- Create and develop characters for a fable.
- Generate and select from vocabulary banks e.g. noun phrases, powerful verbs - appropriate to text type.



#### Persuasion Letters

- Use present perfect form of verbs using have and had to indicate a completed action e.g. Year Three have researched different foods which are healthy.
- Explore, identify and create complex sentences using a range of conjunctions e.g. because, if, so, although.
- Explore and identify main and subordinate clauses in complex sentences.
- Read and analyse letters in order to plan and write their own.
- Identify and discuss the purpose, audience, structure, vocabulary and grammar of persuasive letters.

### Maths

#### Addition and Subtraction

- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

$$\begin{array}{r} \text{H T U} \\ 1 \quad 3 \quad 2 \\ 2 \quad 3 \quad 9 + \\ \hline 3 \quad 7 \quad 1 \end{array}$$

#### Multiplication and Division

- Count from 0 in multiples of 4, 8, 50 and 100 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives

$$\begin{array}{r} \text{H T U} \\ 3 \quad 12 \quad 17 \\ 1 \quad 1 \quad 9 - \\ \hline 2 \quad 0 \quad 8 \end{array}$$

1 x 4 = 4	1 x 8 = 8
2 x 4 = 8	2 x 8 = 16
3 x 4 = 12	3 x 8 = 24
4 x 4 = 16	4 x 8 = 32
5 x 4 = 20	5 x 8 = 40
6 x 4 = 24	6 x 8 = 48
7 x 4 = 28	7 x 8 = 56
8 x 4 = 32	8 x 8 = 64
9 x 4 = 36	9 x 8 = 72
10 x 4 = 40	10 x 8 = 80
11 x 4 = 44	11 x 8 = 88
12 x 4 = 48	12 x 8 = 96

$$\begin{array}{r} 38 \\ 3 \times \\ \hline 114 \\ \hline 2 \end{array}$$

### Physical Education

#### Gymnastics

This topic gives children the opportunity to develop the skill of travelling through pushing and pulling the body as well as think about body symmetry when holding shapes.

#### Invasion Games

This unit 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

#### 3.2 Christmas: How does the presence of Jesus impact on people's lives?

- that Jesus is called Emmanuel and that means God with us.
- that Christians believe Jesus is God's son.
- that Christians believe the presence of God changes lives.
- describe the ways in which Christians believe that their actions show Jesus' presence in the world.
- ask good questions.
- make links between my experience and the experience of others.



### 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.



### Geography

#### The United Kingdom

- Can I name and locate the countries and cities of the UK?
- Can I name and locate the main rivers and seas of the UK using an atlas?
- Can I use an atlas to name and locate some of the counties of the UK?
- Can I name and locate areas of high ground in the UK using an atlas?
- Can I describe and understand how the UK has changed over time?



### Art

#### Drawing – Growing Artists

- See like an artist – To recognise how artists use shape in drawing
- Shading – To understand how to create tone in drawing by shading
- Texture pictures – To understand how texture can be created and used to make art.
- Botanical drawing – To apply observational drawing skills to create detailed studies
- Abstract flowers – To apply an understanding of composition to create abstract drawings



### PSHE – SCARF

#### Value Differences

- Understanding what is meant by 'adoption', 'fostering' and 'same sex relationships'
- Identify the different communities that they belong to
- Give examples of how to challenge another's viewpoint, respectfully



### Computing

#### Typing and Emails

- To think about different methods of communication
- To open and respond to an email
- To write an email to someone using an address book



### MFL French

#### Getting Started in French

- To name the countries of the UK in French.
- To say the number 4, 5 and 6 and practise how to spell the names of the countries in the UK.
- To use 'C'est + noun' and ask and answer questions about capital cities.

### 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**