

History

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Give a broad overview of life in Britain from ancient until medieval times.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Place events, artefacts and historical figures on a time line using dates.

Art

- To recognise primary and secondary colours and how to mix these to create a colour palette
- To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Year 3 Autumn 2

Rock 'n' Roll!

Maths

- 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)
- Count from 0 in multiples of 50 and 100
- Add and subtract numbers mentally, including; a three-digit number and tens; a three digit number and hundreds
- Add and subtract numbers with up to three digits, using formal written methods of column 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
- 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 that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

English

Adventure Stories

- Create settings using well chosen words and phrases
- Collect and use suitable vocabulary for a text

Non-chronological Reports

- Use the structures, grammar and vocabulary of written texts to plan and write their own

Informal Letters (e.g. writing in role)

- Collect and use suitable vocabulary for a text
- Range of Texts to be used: Stig of the Dump by Clive King; Wolf Brother by Michelle Paver; Stone Age Boy by Satoshi Kitamura; various non-fiction texts

Physical Education

- Perform dances using a range of movement patterns
- Develop flexibility, strength, technique, control and balance
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Science

- Compare and group together different kinds of rocks on the basis of their simple, physical properties.
- Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).
- Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.
- Recognise that soils are made from rocks and organic matter.

RE—Hinduism & Christmas is Coming

- Retell the Christmas Story identifying the experience of waiting and preparation as an aspect of the story
- Ask and respond sensitively to questions about their own and others experiences of 'waiting'.
- Identify religious objects & rituals
- Link things that are important to children with the way that they think and behave
- Retell religious stories



Objectives for Year 3 Term 1

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Speak fluently in sentences and without hesitation Hold a conversation with peers and adults <i>Disagree politely with peers</i></p> <p>Drama <i>Create atmosphere through the use of voice and movement</i></p>	<p>Word Reading Read words with unfamiliar spelling patterns Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p>Being a Reader Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books <i>Identify and remember common structural and language conventions in different text types</i> Read for a range of purposes Retell stories, adding key details</p> <p>Reading Comprehension Check that they understand the text they are reading and explain the meaning of words in context <i>Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described</i> Answer questions by referring back to the text Predict what may happen and explain using detail from the text Identify the key points in a text Use textual details to draw conclusions about characters, settings and events Explain the basic structures inherent in different text types (fiction and non-fiction) Select and explain favourite vocabulary choices Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc. <i>Develop understanding by linking reading to other books or similar contexts</i></p> <p>Being a Researcher <i>Use library classification to find reference materials</i> <i>Take notes by summarising, deleting and substituting</i> Retrieve, record and present information</p>	<p>Planning, Composing and Evaluating Generate ideas for their writing Use the structures, grammar and vocabulary of written texts to plan and write their own Compose and orally rehearse sentences <i>and lines of poetry</i> which are increasingly rich in structure and vocabulary Use headings and sub-headings <i>Use ideas and content appropriate to the subject and text type</i> <i>Signal sequence, place and time to give coherence to writing</i> Create settings using well chosen words and phrases Collect and use suitable vocabulary for a text Use expression, intonation and tone when reading aloud their writing Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors <i>Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 3)</i></p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Use and understand the terms consonant and vowel Use a or an appropriately Recognise what a pronoun is <i>Recognise what a personal pronoun is e.g. I, me, we, us, you, he, she, it, him, her, they, them</i> Recognise and explain what a conjunction is Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because Recognise direct speech and inverted commas Use direct speech and inverted commas</p>	<p>Spelling Use a dictionary to check words Consolidate spelling patterns from Y2 <i>Investigate spelling patterns and conventions</i> <i>Spell words with the prefix pre-</i> <i>Spell words with the prefix sub-</i> <i>Spell words with the prefix ex-</i> <i>Spell two syllable words containing double consonants e.g. dinner</i> Add suffixes beginning with vowel letters to words of more than one syllable and know when to double the final consonant e.g. forgetting, forgotten, gardening, gardener Spell words where an i sound is spelt with a y in the middle of words e.g. gym, Egypt Spell the words answer, build, caught, circle, early, earth, fruit, group, heard, heart, height, island, learn, minute, often, woman/women Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far <i>Choose the correct spelling by using a visual strategy ('Does it look right?')</i></p> <p>Handwriting and Presentation Write with joined handwriting consistently <i>Build keyboard skills to type, edit and redraft</i></p>