

Year 3 Overview Autumn 2: Understanding Us

English

Prior Learning: Y3 – Writing to persuade – persuasive language and devices such as emotive language and rhetorical questions. Narratives – using adjectives and descriptive phrases.

Writing to persuade

→ Persuasive adverts

Writing to inform

→ Newspapers

Writing to entertain

→ 3rd person narrative

Grammar

- Use **fronted adverbials** to show how/when an event occurs.
- Extend the range of sentences with more than one clause by using a wider range of **conjunctions**.
- Use **nouns & pronouns** for clarity and cohesion.

Punctuation

- Punctuation for **direct speech**, including punctuation within and before **inverted commas**.
- Secure use of **apostrophes** for possession, including for plural nouns.
- Use **commas** after fronted adverbials and subordinate clauses.

Spellings

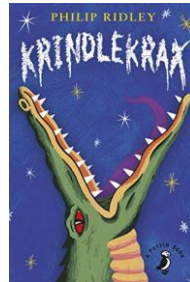
- prefix 're', 'dis' and 'mis'
- adding suffixes beginning with vowels
- challenge words
- The long vowel /a/ sound spelled 'ai'.

Reading

Class Novel:

Krindlekrax

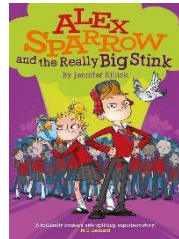
By Philip Ridley



Wider Reading Across The Curriculum:

Alex Sparrow and the Really Big Stink

The Red Tree



Vocabulary	Development of skills across a range of genres and through the curriculum.
Inference	
Prediction	
Explain	
Retrieve	
Summarise	

Development of reading accuracy and fluency across a range of age appropriate texts.

Maths

Prior Learning: Y2: Adding and subtracting 1 and 2-digit numbers up to 100. Multiplication: Using 2, 5 and 10x. Using arrays.

Number: Addition and Subtraction

- Add and subtract using the formal written method (the column method) where an exchange is needed.
- The inverse operation.

Number: Multiplication and Division

- Multiplication using the symbols
- Using arrays.
- Multiplication and division facts using 2, 5 and 10x tables.
- Make equal groups by sharing and grouping.
- Multiply and divide by 3, 4 and 8.
- Using and applying the 3, 4 and 8 times table.

TT Rockstar Battle: Year 3 v Year 4

Times table focus : 6x table

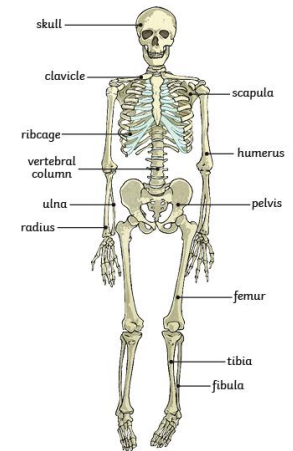


Science

Prior Learning: Y2 Nutrition – balanced diets and understanding nutrients. Y3 Autumn 1 – Looking at muscles in human body in PE.

Animals including Humans

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.





Foreign languages

French

- Days of the week
- Months of the year
- French greetings
- Classroom commands
- Christmas Vocabulary



PSHE	Design Technology	Computing	PE
<p>Prior learning: Y2 – RE and PSHE what makes us special, unique and different. Using kind words to make people feel special.</p> <p>Celebrating differences</p> <ul style="list-style-type: none"> I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help. 	<p>Prior learning: Y2 – Designing, making and evaluating.</p> <p>Food and Nutrition:</p> <p>Healthy and Varied Diet</p> <p>Design, make and evaluate a fruit crumble.</p> <p>Technical knowledge and understanding:</p> <ul style="list-style-type: none"> Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately. 	<p>Prior learning: Y2 – Understanding how IT devices work. Using different programs to present ideas. Use technology purposely to create digital content.</p> <p>Stop-frame animations:</p> <ul style="list-style-type: none"> To explain that animation is a sequence of drawings or photographs. To relate animated movement with a sequence of images. To plan an animation. To identify the need to work consistently and carefully. To review and improve an animation. To evaluate the impact of adding other media to an animation. 	<p>Prior learning: Y2 – Learning basic skills to apply to team sports. Moving in different directions safely with speed.</p> <p>Competitive games: Hockey</p> <p>Dance</p> <p>Real PE cog – Social</p> <ul style="list-style-type: none"> Play competitive games and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
RE		Geography	
<p>Prior learning: Y2 – Looking at different faiths and beliefs. Recognising our own feelings and those of others. Looking at messages given in the Bible and the Qur'an.</p> <p>Dispositions:</p> <ul style="list-style-type: none"> Creating Unity and Harmony Participating and Willing to Lead  <p>How are you both different from, yet the same as everyone else?</p> <p>What brings followers of Islam together?</p> <p>What brings followers of the Baha'i faith together?</p> <p>What is good about taking part/joining in? How do some Christians join in?</p> <p>How do Christians worship together at Christmas?</p> <p>What kind of songs do Christians sing at Christmas?</p>		<p>Prior learning: Y2 – Compare and contrast geographical similarities between Boldmere and a small area in a contrasting country. Use locational and directional language.</p> <p>Countries of the United Kingdom and the regions of England</p> <ul style="list-style-type: none"> Locating the United Kingdom on a World Map. Using atlases to locate and label the four countries of the United Kingdom. Naming the capital cities of countries in the United Kingdom. Understanding atlas features (index, contents, scale and grid) and using them to locate towns and cities. <p>Substantive knowledge:</p> <ul style="list-style-type: none"> Locational Knowledge: name and locate locations, use positioning systems Place Knowledge: the connection of location with personal experiences Human Processes: land use Geography Skills: using maps and atlases Concepts: Place, Space, Scale, Human Processes, Cultural Awareness and Cultural Diversity 