

Year 3: Autumn Term (First Half)

English

- To identify nouns, verb, adjective.
- To use adjectives before a noun (2A sentences) .
- To find synonyms in a Thesaurus.
- To use adverb to describe a verb (ly ending sentence).
- To improve work by up levelling word choices.
- To use a cinquain structure to write a poem.
- To edit and publish a poem.
- To present work for an audience
- To write in role.
- To begin to use punctuation for dialogue.
- To use headings and subheadings to present information.



PSHE / Jigsaw

"Being Me in My World"

- To explain the school's shared values.
- To explain why rules are needed and how they relate to choices and consequences.
- To give examples of how to make others feel valued.
- To demonstrate the ability to work collaboratively.



Art

- To work in a sketchbook to record ideas and thoughts generated by looking at other artists' work.
- To use line, shape, and colour using a variety of materials to test ideas.
- To experiment with various pencils to show tone.
- To draw from observation and imagination.
- To draw with accuracy.
- To discuss shadows, light and dark.
- To use three different grades of pencil in my drawing (4B, 8B, HB).
- To draw for a sustained period of time.
- To have an awareness of how pattern can be used to create texture.
- To Know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.



Maths

Place Value

- Correctly identify the ones, tens, and hundreds in three-digit numbers
- Identify and compare numbers all the way up to 1,000
- Write out numbers up to 1,000 in their numerical form and using words

Addition and Subtraction

- Use the formal written methods of columnar addition and subtraction to add and subtract number with up to three digits.
- Add and subtract numbers mentally.
- Use the knowledge of place value, number facts and more complex addition and subtraction to find the solution to problems, including missing number problems.
- Estimate the answers to calculations and use inverse operations to check whether they are correct.

RE

What do Christians learn from the creation story?

- To know that Christians believe though humans spoiled that friendship with God, and that Christians call this the Fall.
- To know the story of Adam and Eve.
- To know that Christians believe that God wants to help people to get close to him again.
- To understand that many Christians believe they are asked to be stewards or caretakers of God's creation and they know about examples where Christians have tried to put this idea in to practice.
- To know that some people do not believe that God made the world.

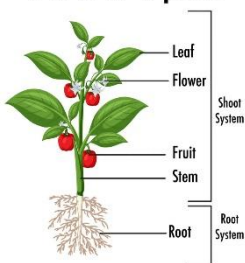


DT

Science

- To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- To investigate the way in which water is transported within plants.
- To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Parts of a plant



Geography

- To match country boundaries on a different scale map (spatial matching).
- To use larger scale maps outside.
- To confidently name the world's seven continents and five oceans.
- To locate environmental regions of rainforest.
- To begin to make comparisons of human and physical geography between South America/Brazil and the UK.
- To describe physical geography including climate zones, biomes and vegetation belts.
- To use maps and atlases to locate countries studied.
- To use skills and sources of evidence to respond to geographical questions.



Music – Ukulele (West Sussex Music) Kapow- Jazz

- Keep a steady beat in a group and solo. With and without accompaniment. To explain what ragtime music is
- To use simple notation
- To copy four-beat rhythms
- To compose song accompaniments on untuned percussion
- To play on the 'off beat' and sing a syncopated rhythm.
- To play a call and then improvise a response.
- To improvise or compose a scat singing performance with sounds and words.
- To compose and play a jazz motif fluently, using swung quavers.
- To play a swung rhythm using a tuned percussion instrument.



Computing (computing systems and networks- connecting computers)

- To explain how digital devices function.
- To identify input and output devices.
- To recognise how digital devices can change the way we work.
- To explain how a computer network can be used to share information.
- To explore how digital devices can be connected.
- To recognise the physical components of a network.

History

PE

- To catch different sized objects with increasing consistency with two hands.
- To dribble a ball with control.
- To persevere when learning a new skill.
- To provide feedback using key words.
- To show a variety of throwing techniques.
- To throw with accuracy and increasing consistency to a target.
- To track the path of a ball that is not sent directly to me.

Year 3: Autumn Term (Second Half)

English

- To write informatively.
- To present information for an audience.
- To use 2A sentences.
- To use imperative verbs.
- To write clear instructions.
- To use adverbs to describe a noun.
- To begin to use dialogue punctuation.



PSHE / Jigsaw

Celebrating Differences

- To explain what it means to be a witness to bullying and how a witness can make a situation worse or better by what they do.
- To know that conflict is a normal part of relationships.
- To know that words can sometimes be used in hurtful ways and that this can have consequences.
- To tell you how being involved in conflict makes me feel and suggest ways to resolve conflicts.
- Anti-bullying week



French

- To identify the UK and France on a map.
- To know that Paris is the capital of France and can locate it on a map.
- To know the four countries that make up the United Kingdom and their names in French.
- To understand simple greetings (eg *Bonjour! Au revoir!*)
- To understand simple classroom instructions (e.g. *Écoutez ! Regardez !*)
- To greet teachers, other adults and friends
- To answer questions using *Oui* or *Non*, coupled with *c'est* + noun.
- To know that the final consonant in a French word is usually silent, as in the 's' in Paris.
- To know that nouns are types of words that can name people, places or things, that a proper noun is a name given to individual people or places and that the names of places and people begin with a capital letter in both French and English.

Maths

Addition and Subtraction

- Use the formal written methods of columnar addition and subtraction to add and subtract number with up to three digits.
- Add and subtract numbers mentally.
- Use the knowledge of place value, number facts and more complex addition and subtraction to find the solution to problems, including missing number problems.
- Estimate the answers to calculations and use inverse operations to check whether they are correct.

Multiplication

- Know the 3, 4 and 8 multiplication tables and use multiplication and division facts for them.
- Be able to use the multiplication tables to calculate mathematical statements for multiplication and division

RE

Continuation



What do Christians learn from the creation story?

- To know that Christians believe though humans spoiled that friendship with God, and that Christians call this the Fall.
- To know the story of Adam and Eve.
- To know that Christians believe that God wants to help people to get close to him again.
- To understand that many Christians believe they are asked to be stewards or caretakers of God's creation and they know about examples where Christians have tried to put this idea in to practice.
- To know that some people do not believe that God made the world.

Design Technology

- To evaluate existing pop up books and cards and use the ideas to influence my design.
- To score paper to make a crisp fold.
- To identify a purpose and establish criteria for a successful product.
- To carefully measure, score and cut paper to create a pop up.
- To label and annotate my designs.
- To make a mock-up of my pop up and add it to my design.
- To evaluate the finished product against my design brief, using aspects of ACCESS FM, Aesthetic, Customer & size.



<p>Science- Rocks and Fossils</p> <ul style="list-style-type: none"> To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (through examination and practical experiments). To simply describe how fossils are formed when things that have lived are trapped within rock. 	<p>Geography</p>	<p>Music – Ukulele (West Sussex Music) Kapow- Jazz</p> <ul style="list-style-type: none"> Keep a steady beat in a group and solo. With and without accompaniment. To explain what ragtime music is To use simple notation To copy four-beat rhythms To compose song accompaniments on untuned percussion To play on the 'off beat' and sing a syncopated rhythm. To play a call and then improvise a response. To improvise or compose a scat singing performance with sounds and words. To compose and play a jazz motif fluently, using swung quavers. To play a swung rhythm using a tuned percussion instrument. 
<p>Computing (Stop Frame Animation)</p> <ul style="list-style-type: none"> To draw a sequence of pictures. To create an effective flip book—style animation. To explain how an animation/flip book works. To predict what an animation will look like. To explain why little changes are needed for each frame. To create an effective stop-frame animation. To use onion skinning to help me make small changes between frames. To review a sequence of frames to check my work. To evaluate the quality of my animation. 	<p>History</p> <p>How did life in Britain <u>change</u> during the Stone Age?</p> <ul style="list-style-type: none"> To learn about the earliest humans and how they survived by hunting animals and finding food to eat. To learn how innovative Stone Age humans were, including researching their dwellings To discover more about the jewellery and pottery which were created by Stone Age people. To understand the chronology related to the Stone Age, and why it is called pre-history To use a range of sources to research and discover more about Stone Age life 	<p>PE</p> <ul style="list-style-type: none"> To change direction quickly. To link hopping and jumping actions. To dribble, pass, receive and shoot the ball with some control. To find space away from others and near to my goal. To track an opponent to slow them down. To take part in a relay activity, remembering when to run and what to do. To throw a variety of objects, changing my action for accuracy and distance. To use different take off and landings when jumping 