

Autumn One Year 3

English

Our author focus this

half term is:
Roald Dahl

Writing

This term our genres are:

1. Traditional Tales
2. Non Chronological Report

Grammar

This term we will be learning all about:

1. Prepositions
2. Inverted commas
3. Subordinate conjunctions
4. Similes
5. Alliteration

Also remembering Yr 2

Grammar of:

1. Apostrophe's
2. Noun phrases
3. Coordinated conjunctions.



Reading

This term we will be:

1. Practising reading our class reading book in school each day and at home each night.
2. Will learn reading skills through whole class guided reading sessions using a variety of short texts to focus on - British Animals, Wild Animals

Maths

This half term we are looking at 3 digit numbers and working up to 1000.

1. Representing numbers to 1000
2. Partitioning numbers to 1000
3. Using number lines
4. Comparing, ordering and counting in 50s.

We will start addition and subtraction

1. Adding and subtracting 100, 10, 1 to and from 3

HRSE

The children will explore our virtues of compassionate and loving and be encouraged to live these Gospel values.

The dignity of the Human Person

The children will learn that we are all equal in the eyes of God and loved.

Created and over by God

1. To learn that they are designed for a purpose and that they should live in the light of this.
2. To know that the Sacraments of Baptism and Reconciliation are a foretaste of heaven and a wonderful part of our relationship with God
3. To learn to celebrate similarities and differences.
4. To appreciate and look after their bodies as gifts from God.

Science

In Science this half term, we are looking at the skeleton and muscles.

1. What job does the skeleton do?
2. Where is the skeleton?
3. How does our skeleton compare with other animal skeletons?
4. What are my muscles?
5. What job do my muscles have?
6. What effect does the food we eat have?

Geography

MAP AND FIELD WORK SKILLS

1. What are the 8 points on the compass.
2. Using the compass to explain the location of physical and human features.
3. Identify and compare physical features of the UK.
4. Use digital mapping and satellite images to compare terrain.
5. Contrast localities East Anglia and Cumbria.

Art

Focusing on buildings and architecture

1. Appraising famous buildings for their shape, colour, pattern, detail.
2. Focusing on Sir Christopher Wren and St. Paul's Cathedral - shading light and dark.
3. Explore colour and pattern, tints and shades with St. Basil's Cathedral.
4. Explore the design features of The Taj Mahal and its use of symmetry.
5. Explore architecture of Sydney Opera House using it as an inspiration for collage or paper sculpture.

Music

1. To listen and appraise music styles of country and pop.
2. To sing songs in the style of country and pop music.
3. To play the glockenspiel to accompany the songs using notes CDEFGA

RE

Creation and the Covenant

In the season of Creation, we are asked to listen to God as he asks us to be Stewards of Creation also Pope Francis, and look after our common home - the world.

1. To imagine how caring for the world could change the world for the better.
2. To think about how all people should be treated equally and giving reasons that relate to the first Creation story.
3. To suggest meanings for an artistic expression of the goodness of Creation.
4. To recognise that in Laudato Si, Pope Francis teaches that human beings are called to have a loving relationship with God and the world.

Computing

Photography - Portraits

1. To self-portraits
2. To make a portrait.
3. To create a silhouette portrait
4. To create a portrait from the past.

Skills being learnt through these activities are:

1. Backlighting your subject for a silhouette effect.
2. Applying filters to enhance mood.
3. Use Markup tools to retouch photos.

PE

This half term, Year 3 will be going swimming.

1. Assessing ability.
2. Grouping the children.
3. Practising swimming skills

Dance:

1. To use facial expressions and body movement to communicate a gesture.
2. To communicate well with your partner to improve your sequence.
3. To use dance to communicate a story.
4. To work individually to communicate a character through dance.
5. To communicate with a small group to create a group sequence.
6. To combine sequences to create a final performance and perform at the Grand in the dance festival.