SHARE IN OUR LEARNING: Year 3 Autumn 2

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| EnglishImage result for english clipart | Writing* Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
* In non-narrative material, using simple organisational devices (headings & subheadings)
* Our writing focus is to vary our sentences using fronted adverbials and conjunctions
* Use apostrophes correctly for both possession and contractions
* Begin to use inverted commas
* Explore homophones and meanings
* Use the first 2 or 3 letters of a word to check its spelling in a dictionary

Reading* Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
* Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
* Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
* Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
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| MathematicsImage result for maths clipart | Number and Place Value* count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number

Operations* add and subtract numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s
* add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
* recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
* solve problems, including missing number problems, involving multiplication and division

Fractions* count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
* recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
* recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators

Measure* add and subtract amounts of money to give change, using both £ and p in practical contexts
* tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
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| ScienceRelated image | Rocks* compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
* describe in simple terms how fossils are formed when things that have lived are trapped within rock
* recognise that soils are made from rocks and organic matter.
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| TopicImage result for creative curriculum clipart | A Street through Time (Geography focus) * name & locate geographical regions & their identifying human and physical characteristics,
* key topographical features (hills & mountains)
* Understand how land-use patterns changed over time- link to earliest settlements
* Physical geography: rivers, mountains – link to rocks/ earliest settlements
* use 8 points of a compass, 4-fig. grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK
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| PEImage result for PE clipart | Personal skills * Social skills
* Show patience and support towards others
* Help, praise and encourage others
* Show and tell others about my work and listen to others ideas and opinions
* Help organise roles and responsibilities
* Guide a small group in a task

Fundamental skills* Static balances
* Dynamic balance to agility

Sport* Dance
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| OtherImage result for creative curriculum clipart | Music* The children will be working towards their keyboard performance in December
* Developing their finger placement and reading music

PHSE: Respect* recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
* understand why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
* reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences
* understand that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view
* realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
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