SHARE IN OUR LEARNING: Year 3 Autumn A

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| English  [Image result for english clipart](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiEwtibqvfVAhWBohQKHes8BxsQjRwIBw&url=http://www.clipartpanda.com/clipart_images/notebook-tabs-brown-english-15855502&psig=AFQjCNEO2YulgmVnin_6lZCQRW0ShN7u7A&ust=1503920260205565) | Writing   * 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 * Correct use of a and an * Explore homophones and meanings   Reading   * Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words * Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words * Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks * Use dictionaries to check the meaning of unfamiliar words |
| Mathematics  [Image result for maths clipart](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjK5qutqvfVAhVHPhQKHV7yAWUQjRwIBw&url=http://clipartix.com/math-clipart-image-49910/&psig=AFQjCNGIbs3IuJeKdRLXxYKRKhgpfGSVOA&ust=1503920433240207) | 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 * recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) * compare and order numbers up to 1,000 * identify, represent and estimate numbers using different representations * read and write numbers up to 1,000 in numerals and in words * solve number problems and practical problems involving these ideas   Addition and Subtraction   * 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   Measurement   * measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)   Geometry   * identify horizontal and vertical lines and pairs of perpendicular and parallel lines |
| Science  [Related image](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiGus7VqvfVAhWFtBQKHWBcCTwQjRwIBw&url=http://rightmi.com/flint-water-quality-michigan-taxpayers-are-going-to-pay-for-it/&psig=AFQjCNH3WTlgZchbWg2p9EPQrRiB2HgORA&ust=1503920475976946) | Light and Dark   * Recognise that they need light in order to see things and that dark is the absence of light * Notice that light is reflected from surfaces * Recognise that light from the sun can be dangerous and that there are ways to protect eyes * Recognise that shadows are formed when the light from a light sources is blocked by a solid object * Find patterns in the way that the size of the shadows change |
| Topic  [Image result for creative curriculum clipart](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiayeWPq_fVAhUK1xQKHaBtAzMQjRwIBw&url=https://delvesjunior.com/2016/01/06/spring-1-creative-curriculum/&psig=AFQjCNFXHtdzulf3FM1A25Zywndt79jbWw&ust=1503920580096075) | Stone Age to Iron Age (History driver)  Explore the changes in Britain from the Stone Age to the Iron Age  This could include:   * late Neolithic hunter-gatherers and early farmers, for example, Skara Brae * Bronze Age religion, technology and travel, for example, Stonehenge * Iron Age hill forts: tribal kingdoms, farming, art and culture |
| PE  [Image result for PE clipart](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiN18PDq_fVAhUFShQKHa7cBDcQjRwIBw&url=https://thetomatos.com/free-clipart-10956/&psig=AFQjCNHluq-EvkPTE_ff1hUYZ-UXDNHiDg&ust=1503920668523346) | Personal skills   * positive reactions to winning and losing * ability to ask for help when needed * challenging ourselves an reflecting on our strengths and weaknesses * collaborating and working with others   Fundamental skills   * Movement patterns and directions * Balance and stability   Sport   * High Five |
| Other  [Image result for creative curriculum clipart](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjVnq3zqvfVAhUTlxQKHYv4DuYQjRwIBw&url=http://schliferaward.com/clipart/creative-clip-art.html&psig=AFQjCNFXHtdzulf3FM1A25Zywndt79jbWw&ust=1503920580096075) | * RE (Hindu Dharma) – What is expected of a person in following a religion or belief? * Computing – Narrative Powerpoints * Art – Drawing * British Values – What is the Golden Rule? * PSHE – Respect, belonging to groups, being a citizen around the world * Music - keyboards |