

<u>Maths</u> In the autumn term, Year 3 focuses on place value, addition, subtraction, multiplication and division. Place Value Place value is an essential part of pupils’ learning. In Year 3, several new concepts are introduced as well as recap- ping important concepts taught in Key Stage 1. In KS1, pupils looked at numbers to 100. In Year 3, pupils will look at numbers up to 1,000. Addition and Subtraction Year 3 are introduced to the formal written method of addition and subtraction. This builds on knowledge of adding and subtracting (including regrouping and exchanging) with concrete resources. This is in addition to other methods of addition and subtraction. Multiplication and Division The autumn term block focuses on basic understanding such as equal groups, arrays and sharing and grouping as well as recap- ping times table facts from Year 2 (2s, 5s and 10s) and introduces other times tables facts (3s, 4s and 8s). The 3, 4 and 8 times tables are introduced as both multiplication and division facts to reinforce the link between multiplication and division. To aid the fluency and understanding it is essential that children have a good knowledge and quick recall of num- ber facts, including times tables. Children should recall and use multiplication and division facts for the 3-, 4- and 8-times tables. Try using Maths Whizz for some short sessions each week.	<u>Science</u> During the first half of term we will be exploring the human skeleton and mus- cles. We will learn about the purposes of some of the different bones and com- pare our skeletons with other animals. We will investigate muscle strength, de- veloping our understanding of what a fair test is. In the second half of term, children will explore healthy eating. They will re- search the different food groups and what makes a healthy diet. Later in the term, we will make links with our visit to Red House farm and how farming is crucial to delivering our food supply.	<u>English</u> Fiction—Our writing units will develop from book and film studies. We begin the year looking at a short story called ‘Something Fishy’ before reading ‘Esio Trot’, which will see us exploring characters thoughts and feelings, before writing our own short stories. Later in the term, we will read a fantasy story ‘The Ice Palace’ and develop our skills at setting descriptions. Non-Fiction—Linking to our history work, we will study the story ‘Stone Age Boy’ and develop our non-chronological writing skills, producing information boards about the Stone Age period. We will create newspaper reports after working on an exciting short animation called ‘Ruckus’. Poetry: Work will focus on performance poetry – exploring the many ways in which different types of poetry can be expressed. This will result in the children composing poems based on our geography work on natural disasters. Reading: Please ensure your child is reading regularly at home and discuss what he/she reads with you.
<u>RE</u> Our key question this term is ‘What do Christians learn from the creation story?’. Children will place the concepts of God and Creation on a timeline of the Bible’s ‘big story’, describe what Christians do because they believe God is Creator and ask ques- tions and suggest answers about what might be important in the Creation story for Christians and non-Christians living today.	<u>PSHEE/RSE</u> Our Keeping/Staying Safe module offers the opportunity to help children identify potential dangers in different environments, including dangerous gases, harmful sun-rays, etc. In the second half of term, a unit titled ‘Medicine’, looks at why we take medicine and the dangers of taking medicine without a trusted adult’s permis- sion.	<u>Art</u> Art work this term is linked to our History work. We will be exploring pre- historic art, making and mixing our own paints, mark making with charcoal and discovering how the first cave paintings might have been created.
<u>MFL</u> During this term the children will look at Spain as a country, and start the early stages of conversation building to include greet- ings, feelings and names. The children will also be introduced to numbers and colours.	<u>Geography</u> This term, the children will be studying the different landscapes of the United Kingdom. The children will look at case studies of the coast, woodland/forest, urban areas and mountain regions. The final aim is to create a presentation on why the UK is brilliant.	<u>Music</u> This term the children will be given the opportunity to revise and develop their understanding of the key musical elements; pitch, duration, tempo, dynamics, timbre, texture and structure through a variety of listening, composing and performance activities, while also preparing for their HARVEST and CHRISTMAS church celebrations. There will be a specific emphasis on RHYTHM, BEAT and written notation.
<u>PE</u> Children will take part in a number of sessions that develop the fundamental skills of balancing, running, jumping, hopping and skipping, their ability to change direction with balance and control. They will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. Regular swimming lessons will continue fortnightly throughout the year, in smaller, differentiated groups.	<u>History</u> Over the year, children will be developing a coherent understanding of the Stone, Bronze and Iron ages by comparing the housing, achievements, food, entertainment and beliefs of the differing ages. They will attempt to place them in wider chronological contexts by making reference to the Ancient Egyptians and the pyramids. They will explore the major causes of advancing from one age to the next and learn how to use a range of sources to support and develop ideas. This term we will be focussing on the Stone age.	<u>Computing</u> Computing systems and networks – Connecting computers. Children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. Starting by comparing digital and non-digital devices, before being introduced to computer networks that include network infrastructure devices like routers and switches. Creating media - Stop-frame animation Children will use a range of techniques to create a stopframe animation. Next, they will apply those skills to create a story-based animation. This unit will conclude with children adding other types of media to their animation, such as music and text.