

<p style="text-align: center;"><u>Maths</u></p> <p>In the autumn term, Year 3 focuses on place value, addition, subtraction, multiplication and division.</p> <p style="text-align: center;">Place Value</p> <p>Place value is an essential part of pupils' learning. In Year 3, several new concepts are introduced as well as recapping 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.</p> <p style="text-align: center;">Addition and Subtraction</p> <p>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.</p> <p style="text-align: center;">Multiplication and Division</p> <p>The autumn term block focuses on basic understanding such as equal groups, arrays and sharing and grouping as well as recapping 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.</p> <p>To aid the fluency and understanding it is essential that children have a good knowledge and quick recall of number facts, including times tables.</p> <p>Children should recall and use multiplication and division facts for the 3-, 4- and 8-times tables.</p>	<p style="text-align: center;"><u>Science</u></p> <p>During the first half of term we will be exploring Earth and Space, focussing on how and why we have day and night, how the moon appears to change and why we have different seasons which cause changes to the natural environment.</p> <p>In the second half of term, children will explore electricity. First they will consider the dangers and investigate how to act responsibly around electricity. In later sessions, children will investigate the differences between series and parallel circuits, begin to understand that circuits can be represented in drawings and diagrams, explore materials that will conduct or insulate electricity.</p>	<p style="text-align: center;"><u>English</u></p> <p>Fiction—Our writing units will develop from book and film studies. We begin the year looking at a short story called 'The Promise' 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.</p> <p>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.</p> <p>We will create newspaper reports after working on an exciting short animation called 'Ruckus'.</p> <p>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.</p> <p>Reading: Please ensure your child is reading regularly at home and discuss what he/she reads with you.</p>
<p style="text-align: center;"><u>Art</u></p> <p>Through studying the artist Claude Monet and his painting 'Water Lilies', children will develop their skills using watercolours. Investigating a range of techniques and colour exploration, before producing their own versions of a garden or pond scene.</p>	<p style="text-align: center;"><u>PSHE/RSE</u></p> <p>Our Keeping/Staying Safe module offers the opportunity to help children identify potential dangers in different environments, including dangerous gases, harmful sun-rays, etc.</p> <p>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 permission.</p>	<p style="text-align: center;"><u>MFL</u></p> <p>During the first half term, the children will look at France as a country, and start the early stages of conversation building to include greetings, feelings and names. The children will also be introduced to numbers and colours. In the second half term the children will visit colours with an Autumn and Bonfire Night theme. They will go on to learn the days of the week and months of the year.</p>
<p style="text-align: center;"><u>Geography</u></p> <p>The children will be exploring the question 'How do natural disasters happen?'</p> <p>They will be investigating different natural disasters, discovering where they occur and how they impact the human and natural environment.</p>	<p style="text-align: center;"><u>PE</u></p> <p>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.</p> <p>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.</p> <p>Regular swimming lessons will continue fortnightly throughout the year, in smaller, differentiated groups.</p>	<p style="text-align: center;"><u>Music</u></p> <p>This term the children will be developing their understanding of rhythm and beat while exploring the key features relating to the rhythm group 'STOMP'. This will eventually lead to them creating their own group 'Stomp' rhythm compositions!</p> <p>Through doing this, they will also continue to develop their understanding of the key interrelated dimensions of music; PITCH, DYNAMICS, STRUCTURE, TEXTURE, TEMPO, TIMBRE, DURATION</p>
<p style="text-align: center;"><u>Computing</u></p> <p>Computing systems and networks – Connecting computers.</p> <p>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.</p> <p>Creating media - Stop-frame animation</p> <p>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</p>	<p style="text-align: center;"><u>History</u></p> <p>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.</p> <p>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.</p> <p>This term we will be focussing on the Stone age.</p>	<p style="text-align: center;"><u>RE</u></p> <p>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 questions and suggest answers about what might be important in the Creation story for Christians and non-Christians living today.</p>