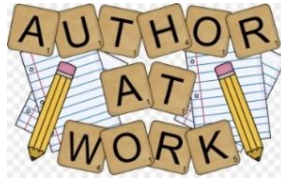


## Year 3 – Autumn 1

### Writing

In our narrative writing we will focus upon *Ug* by Raymond Briggs, where we will write a setting description about Ug's home, as well as a narrative unit on the dialogue from the story.



In our Non-fiction writing we will write a letter of persuasion from Ug to his parents.

### Reading

Our reading will focus upon *Here We Are* by Oliver Jeffers and *Ug* by Raymond Briggs.

We will use the **VIPERS** approach to teach the skills of reading. These are:

**V** – Vocabulary (Find and explain the meaning of words in context.)

**I** – Infer (Make and justify inferences using evidence from the text.)

**P** – Predict (Predict what might happen from details given or implied.)

**E** – Explain (Explain themes and patterns, and how content is related.)

**R** – Retrieve (Retrieve and record information and key details from the text.)

**S** – Summarise (Summarise main ideas from more than one paragraph.)



Other non-fiction texts will be used to ensure the children experience a broad range of text types. This includes our poetry focus of *The Dew-Stealers* by John Agard.

# Romans Rule



## Why is knowledge powerful?

### PSHE

#### Me and My School

We are going to examine what our strengths are as individuals and where we can improve to make ourselves better people, including what this looks like in our school community. We will look at what responsibility means, the consequences of our behaviour and actions, as well as the importance of the positive attitudes we use and show towards others. As part of this, we will also learn what democracy means.

- List our own strengths.
- Identify challenges we will face.
- Contribute ideas to class rules.
- Describe how we can contribute positively to the school.
- List the skills of a School Council representative.
- Explain how the Class and School Council works.
- Describe the role of a local councilor.

## Maths



### Place Value

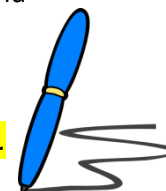
- Represent and partition numbers to 100
- Number line to 100
- Understand hundreds
- Represent and partition numbers to 1,000
- Flexible partitioning of numbers to 1,000
- Understand hundreds, tens and ones
- Find 1, 10 or 100 more or less
- Number line to 1,000
- Estimate on a number line to 1,000
- Compare and order numbers to 1,000
- Count in 50s

### Addition and Subtraction

- Apply number bonds within 10
- Add and subtract 1s, 10s and 100s
- Spot the pattern
- Add 1s across a 10
- Add 10s across a 100
- Subtract 1s across a 10
- Subtract 10s across a 100
- Make connections
- Add two numbers (no exchange)
- Subtract two numbers (no exchange)
- Add two numbers (across a 10)
- Add two numbers (across a 100)
- Subtract two numbers (across a 10)
- Subtract two numbers (across a 100)
- Add 2-digit and 3-digit numbers
- Subtract a 2-digit number from a 3-digit number
- Understand complements to 100
- Estimate answers
- Inverse operations
- Make decisions

## Writing

- Consistently use **simple and compound sentences** with some attempt to form complex sentences which are grammatically correct and punctuated correctly.
- Sentences with more than one clause increasingly evident.
- **Increasing variety of sentence openers.**
- **Use of conjunctions: *when, before, after, while, so, because.***
- **Use of adverbs: *then, next, soon, therefore.***
- Use of prepositions: *before, after, while, during, in, because of.*
- **1<sup>st</sup> & 3<sup>rd</sup> person & tense used consistently.**
- **Present and past tense including progressive form correctly chosen and mostly consistently used throughout.**
- ***a* or *an* used correctly.**
- **Cl . ! ? mostly used accurately.**
- **Cl for proper nouns mostly used accurately.**
- Apostrophe use increasingly accurate for contractions, singular and plural possession.
- Usually using "..." for direct speech.
- **Start to show awareness of commas to mark phrases and clauses and in lists.**
- **Plans using ideas gathered from wider reading and modelling.**
- **Demonstrates understanding of purpose and audience.**
- **Main features of story structure: beginning, middle and developed resolution.**
- **Usually groups similar information together starting to use paragraphs.**
- Simple overall structure of chosen non-fiction text is usually appropriate.
- In non-fiction uses headings, sub headings where appropriate.
- With increasing accuracy proof reads and checks for errors in punctuation grammar and spelling.
- **Simple improvements to their own and others work.**
- Deliberate uses of adventurous word choices to add detail and engage reader e.g. adding adverbs to verbs.
- Technical language appropriate to text type.
- **Some spelling rules from and some y3/4 words (see NC appendix 1).**
- Further homophones and possessive apostrophe.
- **Diagonal and horizontal strokes to join letters, understanding which are best left unjoined.**



■ = Autumn focus

## Reading

- Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) .
- Apply knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter, super-, anti-, and auto- and read aloud to understand the meaning of new words .
- Apply knowledge of root words and suffixes/word endings, including – ation, -ly, -ous, -ture, -stion, -ssion and – cian and read aloud to understand the meaning of new words.
- Read Y3/Y4 common exception words.
- Develop a positive attitude to reading and understand what is read by:
  - Recognising and discussing the different features of a variety of texts;
  - Discussing author's choice of words and phrases for effect
- Understand what we have read in books and read independently, by:
  - Ask and answer questions appropriately, including some simple inference questions based on character's feelings, thoughts and motives
- Retrieve and record information from non-fiction



**Reading is covered daily through VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieval and Summarising) where all objectives are covered.**

## Science Rocks



- Compare different kinds of rocks on the basis of their appearance and simple physical properties.
- 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.

## Art- Roman Sculptures

- Plan, design and make models from observation or imagination.
- Join clay adequately and construct simple base for extending and modelling other shapes
- Create surface patterns and textures in malleable materials.



## RE Beginning of the World



**RE is covered through three keys words Explore, Engage and Reflect.**

### Explore

- Identify puzzling questions about the beginning of the world and suggest how the different answers people find might affect the way they live.
- Identify stories from faith traditions about the beginning of the world and explain why they are still important to faith communities today.

### Engage

- Identify beliefs contained in stories from faith traditions and show how believers might use these to explore other difficult questions or ethical decisions.

### Reflect

- Link ideas about the beginning of the world with attitudes and values and show the impact that this might have on individuals and communities.

## Computing Connecting Computers



- Gain an understanding of digital devices, with focus on inputs, processes, and outputs.
- Compare digital and non-digital devices.
- Explain and understand how a computer network can be used to share information (including devices that make up a network's infrastructure such as wireless access points and switches).
- Explore how digital devices can be connected.
- Recognise the physical components of a network.
- 

## MFL

Within French lessons we will cover the key areas of:

- Oracy (speaking and listening)
- Literacy, including grammatical understanding
- Cultural understanding
- Knowledge and language



### Getting to Know You

- Say hello and goodbye
- Introduce ourselves
- Say if we are feeling good/bad/so-so
- Count to 10
- Say how old we are.

## Music

### Writing Music Down

*How does music bring us closer together?*



We will learn how long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a staff and named with special musical names. This helps us to remember what we are going to sing and play. We will explore the notes, crotchets and minims within the music we learn and know how these notes can fit on the lines and spaces of a staff.



## PE

### Swimming

- Swim competently, confidently and proficiently over a distance of at least 25m.
- Use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)
- Perform safe self-rescue in different water-based situations.

### Netball

- Practice skills in isolation and combination (e.g. throwing and catching with greater accuracy)
  - throw and catch with control to keep possession and score goals
  - Keep possession with some success when using equipment that is not used for throwing and catching skills
- Work well as a team in competitive games
- Apply the basic principles of fair play (respect team-mate and opponents)
- Begin to apply basic principles suitable for attacking and defending
- Can use equipment safely and with good control

## History



### Romans Rule

Key question – *Why is knowledge powerful?*

Our topic on the Romans will include learning about the Roman invasion and growth of the Roman empire. We will explore the lives of the rich and poor, the influence of Boudicca, and Roman building structures and roads.

- Identify and record relevant information from a source.
- Analyse sources to find information out about events, people and changes.
- Identify and describe events and historical periods from the past, using dates and vocabulary related to the passing of time to describe the events of a period of history, including BC and AD.
- Sequence events or artefacts
- Describe the lives of people within historical periods.
- Describe key areas of the past (such as clothes).
- Use evidence to describe buildings and their uses of people from the past.
- Reflect on how life has changed since a period studied to now.
- Identify and record relevant information from a source.
- Analyse sources to find information out about events, people and changes.