



Year Group: Year 3

Term: Autumn 19

School Theme

Humanities

Essential Question

What makes a community
rock solid?

Authentic Outcome

Community workshop – Learning new skills:
cooking, Jewellery making, IT animation.
Children teach the community new skills from
what they have learned throughout project.
Show video to parents.

Trips, Experiences & Making Community

Links

Tatton Park – 21st October

Stone Age to Bronze Age Day

Mini Outcomes

Mini Outcome 1:

Create a large timeline of events in class. (Stone , Bronze, Iron age)

Mini Outcome 2:

Stone age oat cakes – Cooking with Mrs May. Children to write recipes in school and
review with parents at home. Gaining new skills to strengthen learning skills.

Mini Outcome 3:

Video of our school community – what makes our school rock solid?

RE Curriculum Topics & Additional Links

Homes
Promises
Visitors

Immersive Environment

Cave Area
Stonehenge background
Bronze Age weapons
Fur Material
Mock fires

Technology

Using Purple Mash to teach computing

Outcomes for this Term/National Curriculum Links and Coverage

Maths	English	REAL Project	RE	Other Subjects
<p>1. Number sense and exploring calculation strategies (3 weeks)</p> <ul style="list-style-type: none"> • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • recognise the place value of each digit (tens, ones), compare and order numbers up to 100 • find 10 more or less than a given number • read and write numbers up to 100 in numerals and in words • solve number problems and practical problems involving these ideas • identify, represent and estimate numbers using different representations, including the number line • add and subtract amounts of money to give change, using both £ and p in practical contexts <p>2. Place value (2 weeks)</p> <ul style="list-style-type: none"> • identify, represent and estimate numbers using different representations • find 10 or 100 more or less than a given number • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 • read and write numbers up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas • count from 0 in multiples of 50 and 100 <p>3. Graphs (1 week)</p> <ul style="list-style-type: none"> • interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables <p>4. Addition and subtraction (3 weeks)</p> <ul style="list-style-type: none"> • add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • estimate the answer to a calculation and use inverse operations to check answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction <p>5. Length and perimeter (2 weeks)</p> <ul style="list-style-type: none"> • measure, compare, add and subtract: lengths (m/cm/mm) • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • measure the perimeter of simple 2-D shapes • continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using 	<p>Word Reading</p> <p>A) apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>B) read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Comprehension develop positive attitudes to reading and understanding of what they read by:</p> <p>C) listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>D) reading books that are structured in different ways and reading for a range of purposes</p> <p>E) using dictionaries to check the meaning of words that they have read</p> <p>F) increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>G) identifying themes and conventions in a wide range of books</p> <p>H) preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>I) discussing words and phrases that capture the reader’s interest and imagination</p> <p>J) recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>understand what they read, in books they can read independently, by:</p> <p>K) checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>L) asking questions to improve their understanding of a text</p> <p>M) drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>N) predicting what might happen from details stated and implied</p> <p>O) identifying main ideas drawn from more than one paragraph and summarising these</p> <p>P) identifying how language, structure, and presentation contribute to meaning</p> <p>Q) retrieve and record information from non-fiction</p> <p>R) participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Writing coverage:</p> <ul style="list-style-type: none"> • plan their writing • organise paragraphs around a theme • in narratives, create settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • assess the effectiveness of their own and others’ writing and suggest improvements • propose changes to grammar and vocabulary • proof-read for spelling and punctuation errors • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • use the present perfect form of verbs in contrast to the past tense • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use conjunctions, adverbs and prepositions to express time and cause • use fronted adverbials • use commas after fronted adverbials • indicate possession by using the possessive apostrophe with plural nouns 	<p>History changes in Britain from the Stone Age to the Iron Age</p> <p>This could include:</p> <ul style="list-style-type: none"> • 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 <p>Science LINKS – Rocks and Soils</p> <ul style="list-style-type: none"> • describe in simple terms how fossils are formed when things that have lived are trapped within rock 	<p>Autumn TOPIC 1 DOMESTIC CHURCH– FAMILY: HOMES</p> <p>Learning Outcomes Know and understand:</p> <ul style="list-style-type: none"> • The joys and sorrows of being a family at home – Explore • God’s vision for every family – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Autumn TOPIC 2 BAPTISM/CONFIRMATION – BELONGING: PROMISES</p> <p>Learning Outcomes Know and understand:</p> <ul style="list-style-type: none"> • Belonging to a group involves promises and rules – Explore • The meaning of the promises made at Baptism – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Autumn TOPIC 3 ADVENT/CHRISTMAS – LOVING: VISITORS</p> <p>Learning Outcomes Know and understand:</p> <ul style="list-style-type: none"> • The demands and joys of visitors – Explore • Advent: waiting for the coming of Jesus – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Computing</p> <p>Unit 3.1 Coding (6 weeks)</p> <p>Unit 3.2 Online Safety (2 weeks)</p> <p>Unit 3.3 Spreadsheets (3 weeks)</p> <p>Unit 3.4 Touch typing (4 Weeks)</p> <p>Unit 3.5 EMAIL (6 weeks)</p> <p>Unit 3.6 Branching Databases (3 weeks)</p> <p>Unit 3.7 Graphing (6 weeks)</p> <p>Unit 3.8 Graphing (3 weeks)</p> <p>Science – Rocks and Soils</p> <ul style="list-style-type: none"> • 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. <p>Music</p> <ul style="list-style-type: none"> • Perform in a group using voices and instruments with expression. • Sing in a round <p>PE</p> <p>Invasion Games</p> <p>Gymnastics</p> <p>PSHE Jigsaw Scheme Topic 1 - Being Me in my world Topic 2 - Celebrating Differences</p>

- use and punctuating direct speech
- Handwriting**
Pupils should be taught to:
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
 - increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
- Spelling**
1. Spelling Rules: The /ow/ sound spelled 'ou.'
 2. Spelling Rules: The /u/ sound spelled 'ou.'
 3. Spelling Rule: The /i/ sound spelled with a 'y.'
 4. Spelling Rules: Words with endings that sound like /ze/ as in measure.
 5. Spelling Rules: Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch.
 6. Challenge words
 7. Spelling Rules: Words with the prefix 're-'.
 8. Spelling Rules: The prefix 'dis-'.
 9. Spelling Rules: The prefix 'mis-'.
 10. Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.
 11. Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.
 12. Challenge words