

Year 3

Autumn 1

Mathematics

The children will:

- Count out loud forwards and backwards from different starting points and in steps of different sizes
- Be presented with any two-digit or three-digit number and be able to say the number that is 10 or 100 more or less
- Have an understanding of the number system up to three-digit numbers Understanding of zero as a place holder
- Make the links between the place value columns using apparatus to support (i.e. 100 is ten times bigger than 10) and understand the effects of multiplying by 10 and 100
- Be able to talk about the relative size of numbers, a number bigger than, less than, between.
- Order consecutive and non-consecutive numbers in ascending and descending order with a particular focus on crossing boundaries.
- Repeating this with units of measure and money.
- Present number lines in different ways and in different contexts (horizontal number line, vertical scale etc.) and place random numbers between two demarcations on a number line.
- Using any number up to three digits, be able to round numbers to the nearest 10 and 100
- Have an understanding of the number system up to four-digit numbers in different con-

Mathematics—Basic skills

The children will:

- Count from zero in multiples of 4, 8, 50 and 100 using bridging strategies
- Recall multiplication facts and related division facts for 3, 4, 8 times tables
- Add and subtract a series of one-digit

Literacy

Instructional writing.

Immersion

- Showing examples of instructions. Express a view clearly as part of class discussion

Analysis

- Analyse varied instructional texts, revising key organisational features and identifying language conventions
- Recognise the structure and language and features of instructions
- Plan instructional sequence
- Evaluate the effectiveness of instructions.

Writing/ Presentation

Produce a set of instructions
, applying all learning for this block.

Spelling

- We will be looking at different sounds .

Stories with familiar settings

Immersion

- Read and compare stories with familiar settings
- Investigate various familiar settings
- Discuss atmosphere and common features and themes and collate vocabulary
- Express a view clearly as part of class discussion
- Verbally describe a familiar setting

Analysis

- Identify features of the genre
- Create own familiar setting
- Identify how the 5 senses are used to describe the familiar setting.
- Short incidental writing opportunities must be provided.

Grammar and Punctuation

The children will learn how to:

- Extending the range of sentences with more than one clause by using a wider range of conjunctions
- Using the present perfect form of verbs in contrast to the past tense
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials and using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with plural nouns
- Using and punctuating direct speech

Come and See

Domestic Church – Family: Homes

- The joys and sorrows of being a family at home.
- Gods vision for every family.
- Acquire the skills of assimilation, celebration and application of the above.

Baptism/Confirmation –Belonging: Promises

- Belonging to a group involves promises and rules
- The meaning of the promises made at Baptism

Science Plants

- Functions of different parts of plants
- What different plants need to flourish
- Journey of water through a plant
- Life cycle of a plant

Music

The children will:

- To play and perform in solo and ensemble contexts, using their voices .
- Technical vocabulary such as tone and pitch.

Counting, timings

Art & Design

-Draw recognisable images

- Draw recognisable images, first hand observations and imagination for different.
- Focus on tone/shade/ range of media

Computing

Programming an animation

In this unit, we will be creating an animated cartoon using characters they design.

P.E.

This half term, year 3 will be going swimming. The class will develop their swimming technique as well as their confidence in the water.

History

Changes in Britain from the Stone Age to the Iron Age

We will be looking at all of the different aspects to Neolithic life as well as how they made tools, house and found food. We will also be looking at specific areas of the Stone Age such as Skara Brae, Stone-

Spanish

Children will be taught :

- **Numbers 1-30.**
- To say, read and write colours
- Classroom Instructions.
- Body and face parts