

Autumn One in Year 3



English

In English lessons, we will be focusing on a range of engaging texts to inspire our writing. We will explore character actions and settings, learn how authors create atmosphere through description, and write for a variety of purposes. Using *Hansel and Gretel* by Bethan Woolvin, we will write clear instructions for making a cake. We will use *Into the Forest* by Anthony Browne to develop descriptive setting writing and create vivid imagery. We will also study *Flotsam* by David Wiesner to deepen our understanding of audience and purpose, before writing our own letter inspired by the story.

We are reading...



Homework

Reading: Daily (15 minutes)

TT Rockstars: Daily (5 games)

English and Maths: Fridays
(due in the following Thursday)

Maths

Place Value: Representing, partitioning, comparing and ordering numbers to 1,000; understanding hundreds, tens and ones; finding 1, 10 or 100 more or less; using number lines and counting in 50s.

Addition and Subtraction: Number bonds, mental and written methods within 1,000, estimating answers, inverse operations and problem solving.

Fluency: Times Tables and Number Facts Rapid Recall Skills.

Science

Movement and Nutrition

We will learn about how the skeleton, muscles and joints help our bodies move, support and protect us. We will identify key bones, compare different animal skeletons and explore how muscles create movement. We will also learn about healthy eating, including nutrients, balanced diets and how food provides energy.

RE

This year, the religions we will study are Islam and Christianity.

As with every RE unit, we will begin with a Big Question.

Our first Big Question is: **Does praying at regular intervals help Muslims in their everyday lives?**

We will explore the importance of prayer in Islam, how and why Muslims pray, and the impact this has on daily life.



History

Our Big Question in History is: **Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?** We will explore life in prehistoric Britain by learning about the changes that took place across these periods. We will investigate how archaeologists use evidence and artefacts to learn about the past, discover how developments in farming, technology and trade changed people's lives, and compare similarities and differences between the Stone Age, Bronze Age and Iron Age. By the end of the unit, children will use evidence to explain which period they would have preferred to live in and why.

Art

In Art, we will be developing our **drawing skills** by improving observation, sketching and shading techniques. We will learn how artists use line, shape, texture and tone to create detailed and realistic drawings. Children will experiment with a range of mark-making techniques, create both hand-drawn and digital artwork, and use their skills to produce a design inspired by the Sun.

P.E

This term in PE we will be practicing:

- Fundamental skills
- Ball skills

Spanish

Phonics lessons 1 and 2
(I am learning Spanish)

PSHE

Being Me in My World

We will look at the year ahead, setting goals, facing challenges and understanding our role within the school community. We will explore rights and responsibilities, making positive choices, working with others and understanding how our actions affect those around us.

Computing

Computing Systems and Networks

We will begin the year by learning how computer networks connect devices and allow information to be shared. We will explore the key parts of our school network, including servers and routers, and learn the difference between wired and wireless connections. Children will also discover how websites and data travel across networks to reach our devices and develop an understanding of how information is sent and received online.

Music

This term we will be focusing our learning around the song:

I've Been to Harlem.

We will learn this and other traditional songs while exploring rhythm, pitch and melody. Children will develop their singing skills, learn about the structure of songs, including verses and choruses, and build confidence in performing together as an ensemble.