

# Year 3 Autumn 1

## Maths

### Place value and addition and subtraction

- Representing, partitioning and understanding numbers on a number line up too 1000.
- Finding 1, 10, 100 more or less than a given number.
- Estimate using a number line up too 1000.
- Compare and ordering numbers up too 1000.
- Count in 50s.
- To use number bonds to 10.
- To add and subtract 1a, 10s and 100s crossing 10 and 100.
- To add and subtract using column method, with and without exchange.

## English

### The Iron Man.



A
<b>Vehicle Text</b>
<b>The Iron Man</b>
<b>Writing Outcomes, Form &amp; Purpose</b>
<b>Narrative:</b> Approach Threat Narrative
<b>Purpose:</b> To narrate
<b>Explanation:</b> How to capture the Iron Man
<b>Purpose:</b> To explain
<b>Grammar: Word</b>
<b>Build on previous year &amp; focus on:</b> Formation of nouns using a range of prefixes e.g. auto- super- anti-
<b>Grammar: Sentence</b>
<b>Build on previous year &amp; focus on:</b> Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)
<b>Grammar: Text</b>
<b>Build on previous year &amp; focus on:</b> Present perfect form of verbs
<b>Grammar: Punctuation</b>
<b>Reinforce from Year 2:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns

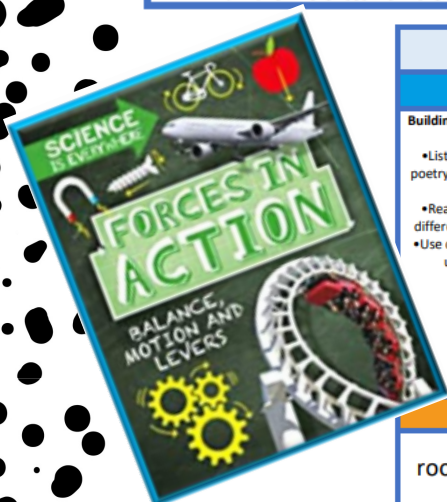
### Fox



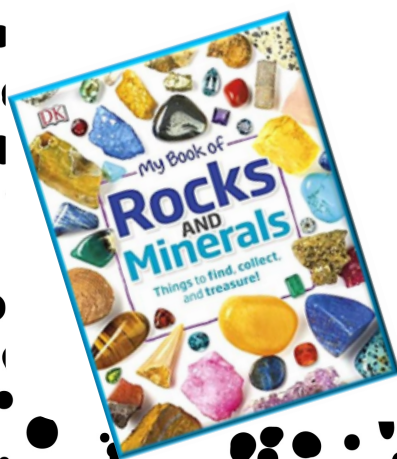
B
<b>Vehicle Text</b>
<b>Fox</b>
<b>Writing Outcome &amp; Writing Purpose</b>
<b>Narrative:</b> Fable Narrative
<b>Purpose:</b> To narrate
<b>Persuasion:</b> Foxes
<b>Purpose:</b> To inform
<b>Grammar: Word</b>
<b>Build on previous units &amp; focus on:</b> Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)
<b>Grammar: Sentence</b>
<b>Build on previous units &amp; focus on:</b> Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)
<b>Grammar: Text</b>
<b>Build on previous units &amp; focus on:</b> Present perfect form of verbs Introduction to paragraphs as a way to group related material
<b>Grammar: Punctuation</b>
<b>Reinforce from Year 2:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
<b>Terminology for Pupils</b>
Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas

# Reading

This Year 3 Unit
Word Reading
<ul style="list-style-type: none"> <li>• Apply 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</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>
Comprehension
<b>Build on Previous Year &amp; Focus on:</b> <ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Read a range of books that are structured in different ways and read for a range of purposes</li> <li>• Use dictionaries to check the meaning of many unknown words that they have read</li> </ul>
Skills and Strategies
<b>Build on Previous Year &amp; Focus on:</b> <ul style="list-style-type: none"> <li>• Building on phonics subject skills and knowledge</li> <li>• Connect prior knowledge with context</li> <li>• Locate and discuss words and pre taught vocabulary to find out what the text is about</li> <li>• Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context</li> <li>• Read a range of texts with increasing accuracy and fluency</li> <li>• Develop fluent and enthusiasm for reading and read widely and frequently</li> <li>• Develop views about what is read with support</li> <li>• Develop positive attitudes to reading and understanding of what is read</li> </ul>
Content Domains*
2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2d make inferences from the text / explain and justify inferences with evidence from the text



Throughout Year 3 focus on		
Comprehension	Skills and Strategies	Content Domains*
<b>Building on Previous Year and throughout Year 3 focus on:</b> <ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Read a range of books that are structured in different ways and read for a range of purposes</li> <li>• Use dictionaries to check the meaning of many unknown words that they have read</li> </ul>	<b>Building on phonics subject skills and knowledge</b> <ul style="list-style-type: none"> <li>• Connect prior knowledge with context</li> <li>• Locate and discuss words and pre taught vocabulary to find out what the text is about</li> <li>• Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context</li> <li>• Read a range of texts with increasing accuracy and fluency</li> <li>• Develop fluent and enthusiasm for reading and read widely and frequently</li> <li>• Develop views about what is read with support</li> <li>• Develop positive attitudes to reading and understanding of what is</li> </ul>	2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2d make inferences from the text/explain and justify inferences with evidence from the text
Reading Terminology for Pupils		
<b>Building on Previous Year and throughout Year 3 focus on:</b> root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present		





# Science

## Animals including humans

- Name, identify and describe the functions of the human skeleton.
- Name and identify bones in a range of animals with and without a spine
- What are joints and how do we move using them?
- What are the food groups and why do we need them?
- What is a balanced diet?
- Do we all need the same amount of food?
- What do animals eat? Why don't we eat the same?



# History

## Local History

What will I know by the end of the unit?

- Salt used to be supplied from the Northwich mines, the market remained over supplied and in 1892, the Winsford mine was closed.
- The Winsford mine is Britain's largest supplier of natural rock salt.
- More than a century of mining has left a void under the countryside that features consistent temperatures.
- In 1721, improvements were made to the River Weaver to allow boats to travel and transport items.
- The Lion Salt Works were established by the Thompson family.
- The Lion Salt Works is the last remaining open pan salt works.

Vocabulary	
Lion Salt Works	The name of the local salt works we will study.
Pan House	A shed containing a large, iron pan. The pan was filled with brine and boiled to leave salt crystals.
Hot House	The rooms where salt was left to dry out for around 2 weeks.
Lofter	Picked up the dry lumps of salt from the hot house and passed them up through the ceiling into the warehouse where the salt could be packed.
Packer	Often women but could be men; their job was to weigh, package, and label the salt ready for transportation around the world.
Brine	Water that contains salt, which was extracted and boiled in large pans to leave salt crystals behind.
Evaporate	When liquid is boiled and turns into steam/water vapour.

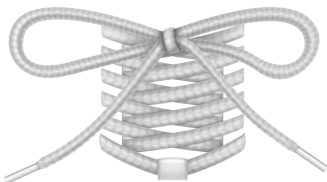
# Design and Technology

## Mechanical systems, levers and linkages

- Look at objects and understand how they move.
- Understand that mechanisms are a collection of moving parts that work together in a machine.
- Know there is always an input and output in a mechanism.
- Identify mechanisms in everyday objects.
- Understand that a lever is something that turns on a pivot.
- Understanding that a linkage is joined together by pivots, so that the links can move as part of a mechanism.
- Devising a class Design Criteria - A set of rules to help designers focus their ideas and test the success of them.

## PSHE

- understand what I need to keep safe from
- be able to recognise what may put me or others at risk
- understand why it is important to stay safe when crossing the road
- be able to recognise a range of safe places to cross the road
- understand the differences between safe and risky choices
- know different ways to help us stay safe



- Know the reasons to make sure your laces are tied
- Learn how to tie up laces properly
- Know rules to keep yourself and others safe
- Understand the differences between safe and risky choices

- know ways to keep yourself and others safe
- be able to recognise risky situations
- be able to identify trusted adults around you
- understand the differences between safe and risky choices
- be able to recognise a range of warning signs
- be able to spot the dangers we may find at home
- know the importance of listening to our trusted adults
- be able to understand ways we can keep ourselves and others safe at home
- know the differences between safe and risky choices



# PE

## Knowledge Organiser: Year 3 Gymnastics Unit 1



**Prior Learning:** Developed body management. Used core strength to link elements. Attempted to use rhythm while performing a sequence.

**Equipment needed:** Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes, action cards.



**Unit Focus:** Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas.

### Key Vocabulary/Skills

Contrasting shapes.	Fluency, contrasting, unison, low, combinations, full turn, half- turn, flexibility, compositional ideas, healthy active lifestyle.
Body control when rolling.	
Jumps.	
Partner unison.	
Patterns.	

### Key Questions:

1. How do you perform a sequence in unison?
2. How can you adapt a sequence to include contrasting shapes?
3. Where are you showing strength in your sequence?

### Concepts:

Unison is the simultaneous performance by two or more people to complete a gymnastics action such as a roll at the same time or hold a balance.

**Head:** Identify similarities and differences in sequences.

**Hand:** Perform sequences with contrasting actions.

**Heart:** Explain why strength and flexibility important in maintaining a healthy active lifestyle.



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# Music

## Autumn 1

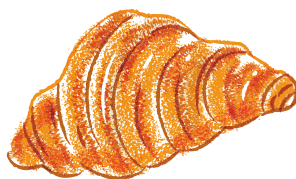
Unit: Let Your Spirit Fly

Style: R&B, Western Classical, Musicals, Motown, Soul

Topic and cross-curricular links: Historical context of musical styles.



# French



### En classe (In class)

écouter - to listen | listening  
parler - to speak | speaking  
lire - to read | reading  
écrire - to write | writing  
être - to be | being  
je suis - I am  
tu es - you are  
il est - he is  
elle est - she is  
c'est - it is, it's  
Monsieur - Mr, Sir (to a male teacher)  
Madame - Mrs, Miss (to a female teacher)  
présent, présente - present (m), present (f)  
absent, absente - absent (m), absent (f)  
ici - here  
là - there  
Bonjour! - Hello! Good morning!  
Salut! - Hi!  
Au revoir! - Goodbye!  
Ça va? - How's it going?  
bien - well, good  
mal - bad (ly)  
oui - yes

### La description

petit, petite - short (m), short (f)  
grand, grande - tall (m), tall (f)  
anglais, anglaise - English (m), English (f)  
français, française - French (m), French (f)  
content, contente - pleased (m), (f)  
intelligent, intelligente - intelligent (m), (f)  
amusant, amusante - funny (m), funny (f)  
méchant, méchante - naughty (m), (f)  
triste - sad (m, f)  
calme - quiet, calm (m, f)  
malade - sick, ill (m, f)  
sérieux, sérieuse - serious (m), serious (f)  
heureux, heureuse - happy (m), happy (f)  
curieux, curieuse - curious (m), curious (f)  
courageux, courageuse - brave (m), (f)

### La semaine (week)

aujourd'hui - today  
lundi - Monday  
mardi - Tuesday  
mercredi - Wednesday  
jeudi - Thursday  
vendredi - Friday  
samedi - Saturday

### En classe (In class)

avoir - to have | having  
j'ai - I have  
tu as - you have  
il a - he has  
elle a - she has  
un, une - a/an (m), a/an (f)  
bouteille - bottle (f)  
cahier - exercise book (m)  
crayon - pencil (m)  
gomme - rubber (f)  
jeu - game (m)  
livre - book (m)  
orange - orange (f)  
règle - ruler (f)  
sac - bag (m)  
stylo - pen (m)

### À la maison (at home)

animal - pet, animal (m)  
ballon - ball (m)  
cadeau - present (m)  
chat - cat (m)  
chien - dog (m)  
jour - day (m)  
peluche - cuddly toy (f)  
photo - photo (f)  
table - table (f)  
parfait, parfaite - perfect (m), perfect (f)  
quoi - what  
ou - or  
chaque - each, every  
pour - for  
moi - me  
toi - you





# Religious Education

What will I know by the end of the unit?
<b>Enquiry Questions – Why is it important to show patience?</b>
What does the word 'Patience' mean? - Be able to explain what patience means
How can I show patience at home? - Make links to the key text and be able to give examples of how to show patience at home
How can I stay safe in school? - Make links to the key text and be able to give examples of how to show patience at home
P4C What would happen if no one showed patience?
How can I tell other people about how to show patience? - Show what you have learned through a piece of artwork or drama.



# Computing



Key Learning
<p>To know what makes a safe password. Methods for keeping passwords safe.</p> <p>To understand how the Internet can be used in effective communication.</p> <p>To understand how a blog can be used to communicate with a wider audience.</p> <p>To consider the truth of the content of websites.</p> <p>To learn about the meaning of age restrictions symbols on digital media and devices.</p>

Key Vocab
<p><b>Password</b> – A secret word, phrase or combination of letters, numbers and symbols that must be used to gain admission to a site or application such as a website.</p> <p><b>Internet</b> – A global computer network providing a variety of information and communication facilities, consisting of inter-connected networks and computers.</p> <p><b>Blog</b> – A regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style.</p> <p><b>Concept map</b> – A diagram that shows how different objects or ideas are related and connected.</p> <p><b>Username</b> – An identification used by a person with access to a computer, network, or online service.</p> <p><b>Website</b> – A set of related web pages located under a single name. <b>Webpage</b> – A page online that makes up one screen of a website.</p> <p><b>Spoof website</b> – A website that uses dishonest designs to trick users into thinking that it represents the truth.</p> <p><b>PEGI rating</b> – A rating that shows what age a game is suitable for.</p>

