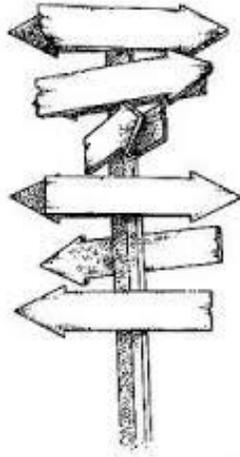


School Drivers:

Finding Our Way Autumn 2018, Year 3



Emotional Awareness & Health: (*relationships; respect; knowledge of selves and others; learning skills of empathy; PSE; citizenship; Sport & P.E.*)

Begin to understand the part we play in the world. How do our life styles affect others? (Global warming / Recycling...)

Understand the part we play in looking after our environment (school community) and to put that understanding into practice.

Physical Education:

Develop ball skills: Throwing and catching, moving with the ball. Use skills in small team games and develop an awareness of other players (Football / Rugby with Kick London)

Dance / Gymnastics: develop balance, coordination and rhythm, learn to create, remember and perform sequences in a small group.



Spirituality: (*R.E.; prayer; worship; reflection; meditation*)

At the beginning of the term we will learn about the different names of Our Lady as well as our class saints, two of the English Martyrs – Edward Campion (3F) and Margaret Clitherow (3M).

Our Topic this term is Beginning with the Church. We will be learning about the Sacraments of Initiation: Baptism, Eucharist and Confirmation. We will learn about a variety of prayers and prayer forms, including the Rosary during October and the Psalms.

From Advent to Christmas

The children will learn about Advent traditions and Christmas celebrations around the world. We will also be putting on a Nativity play with Year 4 at the end of the term.



Enterprise:

(*Aiming High; Teamwork; Using Imagination; Sharing Ideas; Leading Others; Listening; Staying Positive; Solving Problems*)

Enterprise challenge skills permeate our lessons, with children being encouraged to work effectively in teams, present their work, create work to a deadline, use their imagination and listen carefully.

There will be a whole school Enterprise Challenge Day later on in the term where the children will have the opportunity to develop their skills.

ENGLISH:

We will work on descriptive writing that evokes imaginary and real islands, using positional language and modal verbs (could have, should have).

We will explore 'outstanding openers' for stories, along with word classes, such as adjectives, adverbs and being able to extend sentences using clauses and conjunctions.

In recounts we will practise using past, present and future tenses and organising ideas into paragraphs. We will also learn to write information texts and write in the first person.

We will learn to use speech marks and apostrophes more accurately and use adverbial phrases to show time, manner and place ('last night', 'with all his strength', 'in the kitchen').

We will learn to use persuasive language in letters and posters.

Throughout our lessons, we will use and understand grammatical terminology:

Word family, conjunction, adverb, preposition, direct speech, consonant, vowel, clause.

We will also focus on proof reading for spelling and punctuation errors.

Reading:

Continue to develop positive attitudes to reading by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books.

Use dictionaries to check the meaning of words and identify themes and conventions in a wide range of texts.

Draw inferences such as inferring characters' feelings, thoughts, motives from their actions and justifying with evidence from text.

The Arts: (*Music; Dance; Art; Italian*)

ART:

Draw islands and maps. Create a 'mappa mundi'. Look at the work of different artists. Create sketch books and use a range of materials, such as clay, paint and charcoal. Design jewellery in an Ancient style. Look at and recreate cave paintings, using natural materials.

DANCE:

Create, remember, develop and perform movement patterns (working towards the Christmas play).

MUSIC:

Play the recorder both individually and as part of a group. Singing as a class, whole school and learning songs for a performance. Read musical notation, remember and respond to rhythmic patterns. Sing in unison and in harmony.

ITALIAN:

All about me: Greetings, Introductions, Numbers 1 — 20. Asking simple questions.

Knowledge & Understanding of the World:

(*Geography; History; Computing; Fair Trade and the Environment.*)

HISTORY:

Find out about and understand the history of our local area and our islands and how it has changed over time (smuggling, shipwrecks...)

Explore historical concepts such as continuity and change (tourism)

To look at personal history and where families have migrated from.

Understand what chronology is and order events on a time line.

Understand that humans have lived in Britain for a long time.

Investigate the changes and developments through the Stone Age to the Iron Age.

Make comparisons in history and understand why evidence from the past is valued.

GEOGRAPHY:

Develop map skills: locating and naming countries and cities in the British Isles, locating some of the world's islands.

Understand how global warming is affecting and even threatening islands.

Learn to use a compass and how to read and plot grid references.

Understand what contour lines are and how they depict land mass.

To make links between the shape of the land and activities, recreation, tourism.

Investigate how tourism can cause problems as well as benefits.

COMPUTING:

Coding (using Espresso Coding Y3) Units 3a 3b

Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.

Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs (Term's work)

Enquiry: (Science; Independent Learning; Design & Technology; Mathematics; open ended tasks)

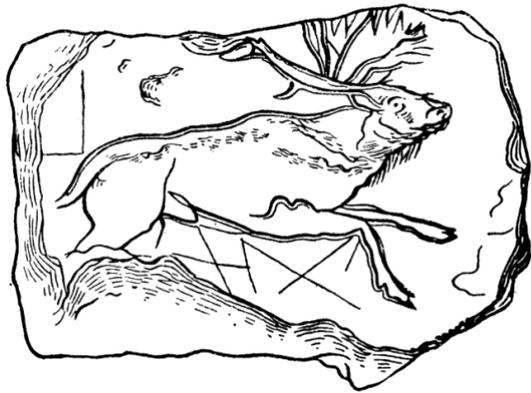
MATHS:

- Read and write numbers to at least 1000 in numerals and words.
- Recognise place value in 3 digit numbers.
- Compare and order numbers to 1000.
- Count on and back in multiples of : 2,5,10, 50 & 100.
- Give 10 or 100 more or less than any given number.
- Learn formal written methods for addition and subtraction.
- Begin to use methods for multiplication and division.
- Consolidate 2, 5 and 10 x tables.
- Begin to count in 3's and learn 3 and 4 x tables
- Investigate measure using units of length, mass and volume.



Design & Technology:

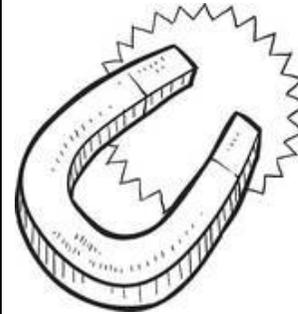
- To design trails using compass points to give instructions.
- Design a round house out of clay.
- Use clay in the style of ancient civilisations.
- Learn ancient skills, such as weaving.
- Design and make fossils using Plaster of Paris.



SCIENCE:

Forces & Magnets:

- Understand that a force is a push or a pull and identify how things move.
- Investigate the forces of magnetism and gravity.
- Compare the differences between forces and magnetism, observing how magnets attract and repel each other and some materials.
- Compare and group a variety of materials based on their magnetism.
- Understand that magnets have two poles and predict whether or not two magnets will attract or repel each other.
- Set up and run a Science Fair for other children in the school.



Rocks and Soils: We will learn about:

- How soil is made and the different types of soil.
- What soil is used for.
- The composition of soil.
- Describe how fossils are formed.
- Compare and group different kinds of rocks.

