



English

As writers, our learning will be centred around our core text of 'How to Wash a Woolly Mammoth' by Michelle Robinson and 'Stone Age Boy' by Santoshi Kitamura



Through this, we will:

- Be inspired to write in a variety of different text types, include a persuasive advert for a mammoth bath product, a dialogue between a time travelling boy and Stone Age girl, and a character description focusing on the descriptive vocabulary.
- Develop our use of different sentences types, including Alan Peat sentences, in order to 'up level' and extend our sentences to include subordinate clauses and fronted adverbials.
- Make exciting vocabulary choices to describe a character, setting and to further the reader's engagement.
- To plan, draft and edit a piece of writing to improve and add clarity.

YEAR 3

AUTUMN TERM 1



The **DIAMOND**
Learning Partnership Trust
Be Inspired



Reading

As readers, we will focus on:

- Reading a range of fiction, non-fiction and poetry to develop our word reading and comprehension.
- Considering how Roald Dahl's vocabulary excites the reader and makes them engage with the characters and story.
- Make inferences about how characters are feeling and supporting it with evidence from the text.

Our reading for pleasure text will be 'The BFG' by Roald Dahl.



Maths

As mathematicians, we will follow White Rose units. This half term our learning will focus on place value and developing methods of mental addition and subtraction.

Through this, we will:

- Explore place value in numbers up to a thousand, thinking about how numbers can be represented before comparing numbers up to 1000.
- We will develop mental methods of addition and subtraction in order to solve calculations quickly and select the most useful method to do this.
- Introduce formal written methods of addition and subtraction, applying our place value and addition knowledge to the column methods of addition and subtraction



French

As learners of language, our Kapow unit is 'French Greetings with Puppets'. This will introduce the children to the basic French greetings, allowing them to introduce themselves and say how they are feelings, using puppets, drama and songs to help them learn.



Science

As scientists, our unit is 'forces and magnets'.

By investigating motion on different surfaces, children learn about friction and compare its uses and disadvantages. They broaden their experience in working scientifically as they investigate contact and non-contact forces. Pupils explore the properties of different magnets and apply this to understand their uses.



History

As historians, our unit is 'Stone, Iron and Bronze Age.

Through this, we will:

- Learn about what is meant by 'prehistory' and the role of archaeologists when learning about the past
- Research life in the Palaeolithic, Mesolithic and Neolithic Stone Ages and the move from hunter-gathering to farming
- Understand the importance of historical sites such as Star Carr in Yorkshire and Skara Brae in Orkney when learning about the past and how people lived in the Bronze Age.
- Explain the advancement of tools and technology between the Stone Age, Bronze age and Iron Age, and how this impacted on the life of Britons during these times.



Religious Education

As theologians, our unit is 'what makes us human'.

Through this, we will:

- Differentiate between fact, opinion and belief online.
- Explain how to deal with upsetting online content.
- Recognise that digital devices communicate with each other to share personal information.
- Explain what social media platforms are used for.
- Recognise why social media platforms are age-restricted.



Enhanced Opportunities

To strive beyond the curriculum, we provide children with additional learning opportunities to widen their knowledge and broaden their experiences.

This half term we will:

- Visit the Bronze Age site at Flag Fen Archaeological Park, learning about how the local area changed during the Bronze Age and exploring artefacts from the time.
- Engage in Newsround weekly to widen our knowledge and awareness of local, national and global news in our society.



Homework

To consolidate our learning and to support children in knowing more and remembering more, we will have the following homework **each week**:

- 15-30 minutes on Maths Whizz.
- Weekly spellings – tested on Wednesday.
- 15 minutes per week on Times Tables Rockstars.
- At least 5 reads of their Accelerated Reader book, and quizzing on this at school.



Art

As artists, our Kapow unit is 'fabric of nature'.

Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.



PE

As sportsman, we will focus our learning on learning to play netball.

Through this we will develop our team working skills, practising our throwing and catching of a netball, and increasing our accuracy when throwing a ball to other players.



Music

As musicians, our Kapow unit is 'Ballads'.

Through this, we will:

- Learn the stanzas and chorus of a ballad, singing in time and in tune together and using actions and movement to portray the story and emotion.
- Identify the features of a ballad and use this knowledge to create an alternative verse for a song.
- Gain inspiration from an animation to write our own ballads to reflect the events and mood of the clip.



PSHE

As citizens of the community, we will be setting ground rules for the year ahead as well as our Kapow unit which is 'Health and wellbeing'.

Through this, we will demonstrate our understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.



Computing

As computer experts, our Kapow unit is 'online safety'.

Through this, we will:

- Differentiate between fact, opinion and belief online.
 - Explain how to deal with upsetting online content.
- Recognise that digital devices communicate with each other to share personal information.
 - Explain what social media platforms are used for.
- Recognise why social media platforms are age-restricted.