



English

As writers, our learning will be centred around our core text of 'Mini rabbit not lost' by John Bond and "The Lion inside" by Rachel Bright.



Through this, we will:

- Be inspired to write in a variety of different text types, including character and setting descriptions, our own adventure stories and our own fables.
- Develop our use of different sentence types in order to uplevel and extend our writing.
- Make exciting vocabulary choices to describe a character and setting.
- To plan, draft and edit a piece of writing to improve and add clarity.

YEAR 3

AUTUMN TERM



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 an author'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 'Stone age boy' by Satoshi Kitamura and "The story of Matthew Buzzington" by Andy Stanton.



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 "'J'apprends le français (I am learning French)." This will introduce the children to the basic French greetings, allowing them to introduce themselves as well as explore some information about French



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 Flag Fen in Peterborough 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 'signs and symbols'.

Through this, we will:

Explore signs and symbols used by differing worldviews and consider what meaning they have. Understand how symbolic foods help people to remember important events. Consider the meaning behind religious metaphors. Look into the use of symbols within places of worship. Reflect on the use of symbols in our daily lives.



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:

- 30 minutes on TT rockstars.
- Weekly spellings – tested on Monday.
- At least 5 reads of their Accelerated Reader book, and quizzing on this at school.



Art

As artists, our Kapow unit is 'Drawing: growing artists'.

This unit focuses on teaching children the use of shapes, shading, and texture in art to enhance their drawing skills. It emphasises developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art. Use this unit hub to inform your medium-term plan and to navigate to related resources.



PE

In PE this term we will be working on Rugby skills as well as fitness and health. In the second half of the term we will progress onto football skills, including dribbling and ball control, as well as netball skills.



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.



Geography

As Geographers, we will be exploring the United Kingdom.

Through this we will explore the Geography of Scotland, Wales, Northern Ireland and England. We will explore the nature of counties and cities, as well as explore ordinance survey maps.



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.



Music

As musicians, our Kapow units are 'Ballads' and 'Vikings.'

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.