



## English

### Composition

- To plan writing by discussing writing similar to that which they're planning to write in order to understand and learn from its structure and vocabulary.
- To plan writing by discussing and recording ideas within a given structure.
- To draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentence structure from English Appendix 2.
- To draft and write by organising writing into paragraphs as a way of grouping related material.
- To draft and write narratives, create settings, characters and plot.
- To evaluate and edit by assessing the effectiveness of their own writing.
- To evaluate and edit by proposing changes to grammar and vocabulary linked to a/an, conjunctions, adverbs and prepositions.
- To proof read for spelling and punctuation errors – including full stops, apostrophes, commas, question marks, exclamation marks and inverted commas where needed.
- To read our own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

### Vocabulary, Grammar & Punctuation

- To form nouns using a range of prefixes.
- To use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel.
- To express time, place and cause using conjunctions (when, before, after, while, so, because, adverbs) or prepositions (before, after, during, in, because of).
- To begin to use paragraphs as a way to group related material.
- To begin to use inverted commas to punctuate direct speech.

### Handwriting

- To increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.
- To increase the legibility, consistency and quality of their handwriting.

Spelling – See Appendix 2

Reading – See Guided Reading Plans

## Maths

### Autumn 1

- To count from 0 in multiples of 4, 8, 50 and 100.
- To find 10 or 100 more or less than a given number.
- To read and write numbers to 1,000 in numerals and words
- To measure the perimeter of simple 2D shapes
- To interpret and present data using: bar charts, pictograms & tables
- To add and subtract numbers mentally, including:
  - 3-digit number & ones
  - 3-digit numbers & tens
  - 3-digit numbers & hundreds
- To add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.

### Autumn 2

- To recall and use the multiplication and division facts for the 3, 4 and 8 tables.
- To write and calculate mathematical statements for multiplication using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to formal written methods.
- To write and calculate mathematical statements for division using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to formal written methods.
- To make 3D shapes using modelling materials; recognise 3D shapes in different orientations; & describe them
- To start this week by using the warm ups outlined in the 'Upside down and Inside out' section of this publication so as to ensure pupils are fluent and secure with their basic skills.
- To estimate and read time with increasing accuracy to the nearest minute;
- To tell and write the time from an analogue clock, including using Roman numerals from I to XII

### History

- To order events on a timeline.
- To calculate how long ago something happened.

### Geography

- To use geographical words to describe and explain.
- To identify key features on a map.
- To accurately plot NSEW and basic OS symbols on a map; to recognise the 8 compass points. (4 fig grid ref)
- To use maps and atlases appropriately; to name countries in the Northern hemisphere.
- To describe how a volcano and earthquakes are created.
- To describe how volcanoes impact on people lives.
- To describe physical features in a locality.
- To explain why a place is like how it is.
- To locate and name the world's most famous volcanoes.
- To be aware of weather around the world, particularly Europe.

### Science

- To compare how things move on different surfaces.
- To observe if magnetic forces can be transmitted without direct contact.
- To observe how magnets attract and repel each other.
- To identify, sort and classify materials that are magnetic and those that are not.
- To make observations
- To understand magnetic poles.
- To make predictions about magnets.

'Working Scientifically' is to be embedded in lessons throughout the topic.

### Computing

#### **Create Programs**

- To Design & Create Content
- To write programs that accomplish specific goals
- To use a variety of software to accomplish given goals
- To use search technologies effectively
- To use technology safely and responsibly
- To identify a range of ways to report concerns about contact
- To write programs that accomplish specific goals
- To use sequence in programs
- To collect information
- To present information
- To write programs that accomplish specific goals
- To use sequence in programs

### Music

- To use musical words to describe a piece of music and compositions.
- To recognise the work of at least one famous composer.

### Steel Pans



## Year 3 Autumn Topic Puzzle Earth, Wind & Fire

### Languages

**PSHE**  
**New Beginnings**  
**Say No to Bullying**

**RE**  
**Right & Wrong**  
**Christianity**

### Trips

- Natural History Museum
- Emergency! Earthquakes and Volcanoes Show & Gallery Visit with Simulator
- Freshwater Theatre Company
- Volcanoes & Earthquakes or Weather & Seasons

### PE - Rising Stars Curriculum input

- **Health & Fitness:** To understand and explain why it is important to warm up and cool down; To identify the muscle groups used.
- **Dance:** To improvise freely, translating ideas from a stimulus into movement; To share and create dance with a partner/ small group; To repeat, remember and perform a series of movements in a dance.
- **Football Skills** (Agility and Co-ordination)
- **Basketball and Netball Skills** (Throwing and Catching)

### **Coach (Outdoor)**

### Art

- To know where colours sit on a colour wheel.
- To identify primary and secondary colours.
- To create a background using a wash.
- To use a range of brushes to create different effects.
- To compare work from different artists and express feelings to describe likes and dislikes.
- To add texture and shape to a picture.

### Design

- To select appropriate materials.
- To use a range of techniques to shape and mould.
- To use finishing techniques.