

<u>MATHS</u> Ongoing revision of previous learning and practise of fluency and times tables facts. <u>Place Value</u> - Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number - Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) - Compare and order numbers up to 1,000 - Identify, represent and estimate numbers using different representations - Read and write numbers up to 1,000 in numerals and in words solve number problems and practical problems involving these ideas <u>Addition and subtraction</u> - Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction - add and subtract numbers mentally, including: - a three-digit number and 1s - a three-digit number and 10s	<u>ENGLISH</u> <u><i>Pebble in my pocket by Meredith Hooper and 10 things I can do to help my planet by Melanie Walsh</i></u> We are going to use these books as a focus to help the children to practise how to structure a sentence; identify and use different word classes and use punctuation effectively. We will be describing settings and characters by first creating an image based on a description, then we will look to create and write our own descriptions about something around us that we can find in nature. We will also be practising our use of the past tense <u>We're going on a bear hunt</u> As a whole school, we will be using this to help with a talk for the writing unit. The children will practise orally retelling a story with the use of Makaton. The children will explore time conjunctions in order to structure their writing. Ultimately they will use this story's structure to rewrite their own version, with their own characters. <u>Reading</u> The children will continue using the Pawsome reading gang to build upon their comprehension skills. We will continue to practise the year 3 grammar objectives	<u>SCIENCE</u> <u><i>Rocks, soils and fossils</i></u> Through this unit, the children will: - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. - Describe in simple terms how fossils are formed when things that have lived are trapped within rock. - Recognise that soils are made from rocks and organic matter. <u>Light</u> The children will have a short introduction to this topic which will be covered later in the year. We will discuss light and discuss how we think the sunlight will change the world around us over the course of the year and why?
<u>RE</u> <u>Creation and Covenant</u> During this term, we will be discussing the story of Creation. We will start with a focus on the story of the boy who cried wolf. We will use this to talk about how sometimes we tell stories that have meanings and why. We will talk about how sometimes we tell stories to answer questions. We will then talk about how Jewish people asked questions about their relationship with God and the reasoning behind the Creation story. We will highlight how it emphasises that we should look after God's creation. We will also look at different psalms that were written to praise God's creation and explore how we can be good stewards for it.	<u>COMPUTING</u> <u>Computing systems and Networks:</u> The Children will start to develop their understanding of inputs, processes and outputs. They will also explore what makes a digital device and how digital devices are connected through computer networks. <u>Digital Literacy</u> Self-image and identity. - I can explain how my online identity can be different to the identity I present in 'real life'. - I can explain the reasons for and against changing your identity online and explain how someone might do so. - I can describe the right decisions about how I interact with others online and how this will impact on how others perceive me	<u>ART & DESIGN</u> <u><i>Painting and Mixed media</i></u> This term, the children will be exploring prehistoric art techniques and mimicking them: - They will explore the style of the Stone age cave paintings and their meaning. - They will use similar mediums, such as charcoal and plants, to create artwork on textured surfaces. - They will create a whole class piece linked to handprints. <u>10 things I can do to help my world</u> In our DT, we will spend a short time focusing on this book and the message it sends. We will look at how we can provide a good environment for the

Other faiths: We are going to look at the religion of Islam. The children will be exploring		animals around our school. The children will work on designing a bird house/bug hotel to accommodate a variety of creatures and use recycled materials to create them.
SPANISH The children will have a weekly lesson of Spanish led by our link teacher from St Bede's Catholic Secondary School.	P.E. Developing our skills in movement and coordination Swimming	PSHE – Jigsaw Being me in my World: Settling into Year 3, becoming involved in the new learning environment and bonding with peers. Knowing their rights, responsibilities, rewards and sanctions.
HISTORY Stone age to Iron Age Britain: The children will investigate the differences and similarities between prehistoric and modern life, examining the changes in life in Britain: - We will be learning historical terminology - Gain insight into how early humans developed through the ages - Learn about life in Britain, and how it changed, from the Stone Age to the Bronze. GEOGRAPHY Map work related to our History learning, including migration routes and settlements.	 Year 3 Curriculum Map Term 1	MUSIC Music Express

Our Curriculum Intent: Each child to be empowered to embrace life's opportunities

Core Skills

Active Learning	Basic Skills	Creative Thinking	Emotional Thinking
● To seek out new challenges ● To respect and collaborate with others ● To show resilience and perseverance ● Assess themselves and others ● To be independent	● To speak clearly and convey ideas confidently ● To read and communicate ideas in writing efficiently and effectively ● To calculate efficiently and apply skills to solve problems ● To use new technologies confidently and purposefully ● To use practical equipment effectively	● To ask questions to challenge and extend thinking ● To generate ideas and explore possibilities ● To be flexible and seek out alternatives ● To connect ideas and experiences in inventive ways	● To believe I can ● To empathise and show compassion ● To have respect ● To recognise, appreciate and question other points of view ● To express my feelings appropriately