



Year 3 - Autumn 1 - The UK

English

Key Texts: Reading at various texts from Beatrix Potter focusing on Peter Rabbit., Jemima Puddle Duck and Tom Kitten, completing reading comprehension on these stories. The Peter Rabbit plot will be used for children to devise their own 'Naughty Animal Story' in the style of Beatrix Potter. The children will also write a letter of complaint in role as Mr McGregor.

Writing Genres: Description, a formal letter of complaint. story writing using a devised story plan.

N/C OBJECTIVES:

Plan their writing by:

... discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
...discussing and recording ideas

Draft and write by:

...composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ...organising paragraphs around a theme... in narratives, creating settings, characters and plot.... in non-narrative material, using simple organisational devices

Evaluate and edit by: ...assessing the effectiveness of their own and others' writing and suggesting improvements... proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ... proof-read for spelling and punctuation errors

Spelling:

To add in.....

N/C OBJECTIVES: -

Year 2 to add in

Vocabulary, grammar and punctuation

Year 2: ...sentences with different forms: statement, question, exclamation, command ...expanded noun phrases to describe and specify ...formation of noun suffixes-ness and -er ...formation of adjective suffixes -ful and -ness and the use of -ly to turn adjectives into adverbs

Year 3: ...extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ...choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ...using conjunctions, adverbs and prepositions to express time and cause... use of the forms a or an according to whether the word begins with a vowel or consonant ...expressing time or place using preposition.

Handwriting: focusing on correctly forming and joining the letters l, I, t, h, w, v, x and z.

N/C OBJECTIVES: - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined

As geographers we will...

Identify the four countries, capital cities and surrounding seas using various maps and a simple atlas.
Identify the counties of Yorkshire and Cumbria
Identify the human and physical features of Windermere and Halifax
Research and compare two contrasting locations in Yorkshire and Cumbria (Windermere and central Halifax)
Carry out fieldwork to observe changes in land use in central Halifax -the Piece Hall
Use digimaps to place photos of the landmarks of Halifax

N/C OBJECTIVES:

Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

describe and understand key aspects of physical geography, including: rivers, mountains,
describe and understand key aspects of human geography, including: types of settlement and land use,
economic activity including trade links
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

As French speakers we will...

Be starting French for the first time and using unit 1 - Moi (all about me)

N/C OBJECTIVES:

describe people, places, things and actions orally and in writing

As Sports people we will...

Gymnastics

Real Gym Unit 2 - Personal

N/C OBJECTIVES:

Develop flexibility, strength, technique, control and balance (gymnastics)
Perform dances using a range of movement patterns.

As mathematicians we will...

A Year 3 study of place value with a recap on year 2

N/C OBJECTIVES:

...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 three-digit number (hundreds, tens, ones)
...compare and order numbers up to 1000
...identify, represent and estimate numbers using different representations
...read and write numbers up to 1000 in numerals and in words
...solve number problems and practical problems involving these ideas



The UK



As computer scientists we will...

Look at keeping safe online. Focusing on making a safe password and keep their personal information safe online. Understand how to communicate effectively with the use of blogs. Consider the truth of content on websites.
Purple Mash unit 3.4 - Recapping touch typing.

N/C OBJECTIVES:

use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

As artists we will...

Create a wet felting landscape

Children will look at British Landmarks. They will create a colour mixing drawing of the Angel of the North. They will use clay to create Stonehenge and create a watercolour painting of a famous landmark in York.

N/C OBJECTIVES:

... To create sketch books to record their observations and use them to review and revisit ideas.
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

As scientist we will...

Look at nutrients and what they do for the body, sort and classify foods into groups according to nutrients, plan a balanced meal, label a skeleton and say why it is important, look at different sorts of skeletons and group animals according the type of skeleton they have, look at muscles and how they work.

N/C OBJECTIVES:

identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
identify that humans and some other animals have skeletons and muscles for support, protection and movement.

PSHE

Jigsaw recovery curriculum in the first week to address anxieties and worries and how to best cope with different feelings. This will be followed by a Jigsaw Unit of work: Being me in my World.

RE

A study of the religion of Judaism

N/C OBJECTIVES:

Calderdale agreed syllabus.

Unit 3.1 How do Jews remember God's covenant with Abraham and Moses?

As Musicians we will...

Complete glockenspiel stage 1 through charanga, listen to and appraise 4 different pieces of music from each of the countries of the UK.

N/C OBJECTIVES:

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
improvise and compose music for a range of purposes using the inter-related

Wider Experiences

The children will enjoy a visit to the Piece hall in Halifax to carry out some geography fieldwork