



# Year 3

## Autumn 1

### What We're Learning

*A guide to what your child will be learning this term*

#### ENGLISH



##### Main Writing Outcome

Guide to enjoying the Wilderness

Purpose: guide/advise/recommend/persuade readers about the wilderness

Audience: Children who might feel nervous about exploring outdoors in nature

Viewpoint: Themselves giving advice

Success Criteria: variety of sentence types, emotional vocabulary, conjunctions, strong verb choices, noun phrases, adverbial phrases

#### MUSIC



##### Ballads

- Identify the key features of a ballad.
- Perform a ballad using actions.
- Sing in time and in tune with a song and incorporate actions.
- Retell a summary of an animation's story.
- Write a verse with rhyming words which tell part of a story.
- Perform their lyrics fluently and with actions.

#### MATHS



##### Place Value

- Represent, partition and recognise on a number line, numbers to 100
- Represent, partition and recognise on a number line, numbers to 1000 Addition and subtraction
- Build on Y2 knowledge to adding and subtracting 2-digit and 3-digit numbers with exchanges.
- Be confident in both using and applying number bonds to and within 10

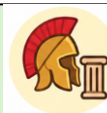
#### SCIENCE



##### Animals including Humans

- Understand why animals, including humans, need a balanced diet to stay healthy and grow.
- Identify different food groups and understand their role in a healthy diet.
- Explain how animals get the nutrition they need from the food they eat.
- Describe how skeletons support and protect the body.
- Understand the role of muscles in movement.

#### HISTORY



##### Stone Age, Bronze Age or Iron Age

- To understand that prehistory was a long time ago.
- To accurately place AD and BC on a timeline.
- To identify conclusions that are certainties and possibilities based on archaeological evidence.
- To explain the limitations of archaeological evidence.
- To use artefacts to make deductions about the Amesbury Archer's life.
- To explain how bronze transformed farming.
- To explain how trade increased during the Iron Age and why coins were needed.

#### PSHE



##### Being me in my world

- Setting personal goals
- Self-identity and worth
- Positivity in challenges
- Rules, rights and responsibilities
- Rewards and consequences
- Responsible choices
- Seeing things from others' perspectives

#### COMPUTING



##### Online Safety

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

#### ART/DT



##### Alma Thomas: Abstract landscapes

- To identify and describe key features of Alma Thomas's artwork.
- To use vibrant and analogous colours effectively.
- To explore colour, line and shape to create patterns inspired by Alma Thomas.
- To experiment with the thickness, length and direction of brushstrokes to create Alma Stripes.
- To create an interesting composition using foreground and background.
- To create an abstract landscape inspired by Alma Thomas.

#### RE



##### What makes us human?

- To share their personal worldview.
- To explain how and why their worldview might change.
- To identify the difference between personal and organised worldviews.
- To ask and answer open-ended questions.
- To explain what is meant by a soul and express their ideas about what a soul means to them personally.
- To understand that some people believe that humans have a soul.
- To summarise the similarities and differences between what people believe about the soul.

#### SPANISH



##### Journey to Spain:

- To recognise Spanish as a spoken language and introduce myself in Spanish.
- To use simple Spanish greetings in different situations.
- To recognise, say and use colours to express a simple preference.
- To count and recognise numbers 1–15 in Spanish.
- To ask and answer a simple question about age in Spanish.
- To say and recognise the days of the week in Spanish and use all the Spanish learnt in the unit to write a friendship card.

#### PE



##### Outdoor Adventure Activities

- To use clear communication, strength and flexibility to complete a task.
- To work with others to recognise and match colours and symbols
- To follow and create action pathways using an Action Map Key
- To work with others and identify what went well and what we could do to improve.
- To work together in different roles to build, defend, and knock down castles in a team game
- To safely take part in trust-based activities.