

	St. Mary's Catholic Primary School, Chiswick Year 3: Autumn Term 2023 Mrs Baker and Mrs Lopez	Living & Learning, inspired by our faith	
	Topic Theme: Stone Age to Iron Age People who live near Volcanoes		How you can help:
R.E	The Christian Family Year 3 will discuss how we can help our family. They will learn about how the family of the Church helps us. They will think about what the Sacrament of Baptism does for us and they will reflect on how the signs and symbols are used in the Sacrament of Baptism. They will consider what promises are and how we should keep them. Mary, Mother of God Year 3 will develop their understanding of why God chose Mary to be the Mother of His Son. They will learn about the mystery of the Incarnation. They will understand that Advent is a time to prepare to celebrate the birth of Jesus. They will reflect on the journey the wise men took to worship Jesus and discuss the gifts we can offer Jesus.		<u>Reading and Comprehension:</u> <ul style="list-style-type: none"> • Please continue to sign your child's reading diary every day, using the 'New words...' section to help the children incorporate new vocabulary in their writing and spoken language. • Continue talking to your child and questioning him/her about what they are reading to ensure they fully understand the text they are reading. • Please try to monitor their reading habits, to ensure they are reading a range of authors and genres. Exposing them to different styles of writing will improve their own writing. • Ask your child questions about what they have read, ensuring that they are referencing the text to provide evidence for their answers.
Reading	<u>Skills focus:</u> <ul style="list-style-type: none"> - To use dictionaries to check the meaning of words that they have read - To identify themes and conventions in a wide range of books - To prepare drama pieces to read aloud and to perform, showing understanding through intonation, tone, volume and action - To discuss words and phrases that capture the reader's interest and imagination - To check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - To ask questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - To predict what might happen from details stated and implied - To identify main ideas drawn from more than 1 paragraph and summarising these - To identify how language, structure, and presentation contribute to meaning 		Some questions which could be asked: <ul style="list-style-type: none"> - Can you find the word/phrase which shows that the character is unhappy/ disappointed/ ecstatic/ pleased? - Which word means the same as...?

	<p><u>Summary:</u> We will be using our Guided Reading sessions to develop our inference skills, using images and clues in the written language of the text to provide evidence for our answers.</p> <p>Our class novel for this term is <i>'Pebble in my Pocket'</i></p>	<ul style="list-style-type: none"> - In your own words, explain what the writer means when he says... - Why has the author written in this way? - What is the poem/information text trying to tell you? - Why has the author used this word?
Writing	<p><u>Skills focus:</u></p> <ul style="list-style-type: none"> - Plan our writing by discussing ideas with peers - Write for different purposes and audiences - In narratives, to create settings, characters and plot - In non-narrative material, to use simple organisational devices [for example, headings and sub-headings] - To organise paragraphs around a theme - To begin to experiment with vocabulary to enhance our writing - To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - To proofread for spelling and punctuation errors <p><u>Summary:</u> We will be using different stories (including our class novel <i>'Pebble in my Pocket'</i>) as stimuli to write fiction pieces of writing including: diary entries, poetry and narratives as well as non-fiction pieces of writing including: newspaper articles and speeches</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Challenge your child to use their new vocabulary from books in a sentence. • Allow your child to make errors in their work, encourage them to identify and edit these errors where necessary. • Read through their work together and try to pick out a sentence or phrase that can be improved. • Encourage your child to include conjunctions in their sentences to create more detailed pieces of writing: because, although, until, since. • Encourage children to use a dictionary to check over spellings, particularly those which have been sent home as homework • Encourage your children to edit their work before handing it in. The same level of quality and presentation is expected of homework as school work. • Children can jot down any interesting words or phrases, in their diary) that they come
Spelling Punctuation and Grammar	<p><u>Skills focus:</u></p> <p><u>Spelling:</u></p> <ul style="list-style-type: none"> - Review of Year 2 suffixes (-ed, -ing, -er and -est) - Review of Year 2 suffixes (-ness, -ment, -ful, -less) - Words from the Year 3/4 word list - The /i/ sound spelled with a 'y' - The /u/ sound spelled 'ou' - Words from children's own writing 	

	<ul style="list-style-type: none"> - The /ai/ sound spelled ‘ei’, ‘eigh’ or ‘ey’ - The un-, dis- and mis- prefixes - Adding suffixes - Spelling split digraphs - Words from the Year 3/4 word list - Words from children’s own writing <p><u>Punctuation and grammar:</u></p> <ul style="list-style-type: none"> - To use of capital letters, full stops, question marks and exclamation marks to demarcate sentences - To use commas to separate items in a list - To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns - To form nouns using a range of prefixes [for example super–, anti–, auto–] - 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 [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] 	<p>across whilst reading to use later in their own writing – this is key to widening their vocabulary.</p> <p><u>Spelling, punctuation and Grammar:</u></p> <p>There are plenty of ways to help your child:</p> <ul style="list-style-type: none"> • When reading, identify nouns, adverbs, verbs, prepositions and conjunctions there are in a paragraph. • Write down some unpunctuated sentences for your child to punctuate correctly particularly using apostrophes, commas and inverted commas. • Dictate a sentence, made up or read from a book, for your child to write down. Can they include the correct punctuation and spelling? Encourage them to look over their work to check for capital letters and missing punctuation. • Continue to work on the spellings that are given out for homework each week. It’s important that your child knows the rules of spelling so when faced with an unfamiliar word they are able to spell it correctly • Encourage them to look over their work to check for capital letters and missing punctuation.
Mathematics	<p><u>Number: Place Value:</u></p> <ul style="list-style-type: none"> -To identify, represent and estimate numbers using different representations -To find 10 or 100 more or less than a given number -To recognise the place value of each digit in a three-digit number (hundreds, tens and ones) - To compare and order numbers up to 1000 - To read and write numbers up to 1000 in numerals and words - To solve number problems and practical problems involving the above. <p><u>Number: Addition and Subtraction:</u></p> <ul style="list-style-type: none"> - To add and subtract numbers mentally including a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds. 	

	<p>- To add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> <p>- To estimate the answer to a calculation and use the inverse operations to check answers</p> <p>- To solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.</p> <p><u>Number: Multiplication</u></p> <p>- To count from 0 in multiples of 4,8,50 and 100</p> <p>- To recall and use multiplication and division facts for 3,4 and 8 multiplication tables</p> <p>- To write and calculate mathematical statement for multiplication and division using the multiplication tables previously taught, including two-digit numbers multiplied by one-digit numbers, using mental and progressing to formal written methods such as the grid method and column method.</p> <p>NOTE: Multiplication and Division will begin this term and be carried on to the Spring Term</p> <p><u>Summary:</u></p> <p>We will be using a range of concrete resources and manipulatives such as partitioning cards, dienes, counters, place value grids and digit cards during our work to help the children understand what they are doing. Alongside this, we will introduce children to pictorial representations such as bar models and part whole models and encourage the children to use both concrete and pictorial work, leading to abstract work, which will help the children to reason and solve problems.</p>	<p><u>Maths:</u></p> <p>Practice KIRFs with your child every day. These will be available on the homework page every half-term.</p> <ul style="list-style-type: none"> • Encourage and praise your child for giving maths questions a go, even if they are not sure of the answer. • Encourage them to persevere, and show their working out at all times. • Please speak to your child and encourage them to tell me of any concerns or misconceptions they may have in maths. • It is good to look at the maths homework and see what your child struggles with so that they have a good base understanding of maths as they go through the Year 3. This is the time to fill any gaps they have so they are confident mathematicians and can effectively draw on all of their knowledge to solve problems. • Practise the fast recall of the times tables, not necessarily in order. • Practise rounding numbers to the nearest 10 and 100: 67 to nearest 10 is 70, to the nearest 100 is 100 etc • Go shopping with your child to buy two or three items. Ask them to work out the total amount spent and how much change you will get.
Science	<p>Skeletons</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> - name and identify bones in the human body - describe the function of the skeleton - name and identify bones in a range of animals - identifying animals with and without a spine - comparing skeletons 	

	<p>Nutrition Children will be able to:</p> <ul style="list-style-type: none"> - identify different food groups - describe the five food groups - compare diets - explain the importance of a balanced diet <p>Rocks</p> <ul style="list-style-type: none"> - identify and classify different types of rocks - test rocks - carry out a local survey 	<ul style="list-style-type: none"> • Use a bus or train timetable. Ask your child to work out how long a journey between two places should take? Go on the journey. Do you arrive earlier or later than expected? How much earlier/later? • Encourage your child to tell the time to the nearest 5 minutes. <p><u>Maths Mastery</u></p> <ul style="list-style-type: none"> • Encourage investigative thinking, questioning, discussion and application • Use precise mathematical vocabulary • Make connections across mathematical ideas
P.E	PE will be on Tuesday and Thursday for the children led by Brentford Sports. On Tuesdays, the children will learn tennis skills. On a Thursday, Year 3 will have gymnastics or dance.	
Music	The children will be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.	
Computing	<p>Computing Systems and networks: Networks</p> <ul style="list-style-type: none"> - recognise that a network is two or more devices connected and its purpose. - identify key components that make up the school's network. - explain the difference between wired and wireless connections. - recognise that files are saved on a server. - understand the role of the server in a network when requesting a website. - identify parts of a website's journey to reach your computer. - recognise that routers connect to send information. - understand that data is broken into packets. <p>Programming</p> <ul style="list-style-type: none"> - explain what some of the blocks do in Scratch. - explain what a loop is and include one in their program. 	<p>These are just a few ideas to get you started. Try to involve your child in as many problem-solving activities as possible. The more 'real' a problem is, the more motivated they will be when trying to solve it.</p>

		<ul style="list-style-type: none"> - suggest possible additions to an existing program. - recognise where something on screen is controlled by code. - use a systematic approach to find bugs. - explain what an algorithm is and its purpose. 	Dates for the Diary: 18 th September – Clubs begin 22 nd September – Jeans for Genes Day 2 nd October – Black History Month begins 5 th October – National Poetry Day 17 th November – Children in Need mufti day 29 th November – Parents Evening (online) 14 th December – KS2 Carol Service We aim to have at least one class trip this year and Mrs Baker will be in contact with parents regarding a trip when this is planned for.
Creative Subjects	History	History: Stone Age to Iron Age Children will be able to <ul style="list-style-type: none"> - understand that prehistory was a long time ago. - accurately place AD and BC on a timeline. - identify conclusions that are certainties and possibilities based on archaeological evidence. - explain the limitations of archaeological evidence. - use artefacts to make deductions about the Amesbury Archer's life. - identify gaps in their knowledge of the Bronze Age. - explain how bronze was better than stone and how it transformed farming. - explain how trade increased during the Iron Age and why coins were needed. - identify changes and continuities between the Neolithic and Iron Age periods. - explain which period they would prefer to have lived in, providing evidence for their choice. 	
	Geography	Geography: People who live near volcanoes Children will be able to <ul style="list-style-type: none"> - name all four layers of the Earth in the correct order, stating one fact about each layer. - explain one or more ways a mountain can be formed. - give a correct example of a mountain range and its continent. - describe a tectonic plate and know that mountains occur along plate boundaries. - correctly label the features of shield and composite volcanoes and explain how they form. - name three ways in which volcanoes can be classified. - describe how volcanoes form at tectonic plate boundaries. - explain a mix of negative and positive consequences of living near a volcano. - state whether they would or would not want to live near a volcano. 	

		<ul style="list-style-type: none"> - state that an earthquake is caused when two plate boundaries move and shake the ground. - explain that earthquakes happen along plate boundaries. - list some negative effects that an earthquake can have on a community. - observe, digitally record and map different rocks using a symbol on a map. - identify rock types and their origins based on collected data. 	
	Art & Design	<p>Art & Design: Prehistoric Painting</p> <p>In Art children will</p> <ul style="list-style-type: none"> - recognise the processes involved in creating prehistoric art. - explain approximately how many years ago prehistoric art was produced. - use simple shapes to build initial sketches. - create a large-scale copy of a small sketch. - use charcoal to recreate the style of cave artists. - demonstrate good understanding of colour mixing with natural pigments. - discuss the differences between prehistoric and modern paint. - make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. - successfully make positive and negative handprints in a range of colours. - apply their knowledge of colour mixing to make natural colours. 	
	Design & Technology	<p>Design and Technology: Cooking and Nutrition - Eating Seasonally</p> <p>In Design and Technology, the children will</p> <ul style="list-style-type: none"> - explain that fruits and vegetables grow in different countries based on their climates. - understand that ‘seasonal’ fruits and vegetables are those that grow in a given season and taste best then. - know that eating seasonal fruit and vegetables has a positive effect on the environment. - design their own tart recipe using seasonal ingredients. - understand the basic rules of food hygiene and safety. - follow the instructions within a recipe. 	