

YEAR GROUP: 3	TERM: Autumn 1	TITLE: Scrumdiddlyumptious
<ul style="list-style-type: none"> ENGLISH 	<ul style="list-style-type: none"> MATHS 	<ul style="list-style-type: none"> SCIENCE
<p>WRITING</p> <ul style="list-style-type: none"> Use relevant strategies to build vocabulary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Use the diagonal and horizontal strokes that are needed to join letters, when adjacent to one another, are best left unjoined. use further prefixes and suffixes and understand how to add them use the first 2 or 3 letters of a word to check its spelling in a dictionary 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. Compose and rehearse sentences orally. (including dialogue) In narratives, creating settings, characters and plot Assessing the effectiveness of their own and others' writing and suggesting improvements. Proof read for spelling and punctuation errors. Read aloud their own writing to a group using appropriate intonation and 	<ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three digit number. Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and words. Solve number problems and practical problems involving these ideas. Add and subtract numbers mentally, including: a three digit number and ones. A three digit number and tens. A three digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. 	<ul style="list-style-type: none"> Know that animals, including humans, cannot make their own food, by investigating food chains and recognise that all food begins with a plant. Describe how each of the main food groups specifically benefits the human body for growth and health. Identify the different food groups and design a healthy meal based on these food groups. Compare the diets of a herbivore and carnivore with (typically) omnivorous humans. Talk about criteria for grouping, sorting and categorising, beginning to see patterns and relationships. Record their findings using scientific language and present in note form, writing frame, diagrams, tables and charts.

controlling the tone and volume so that meaning is clear.

- Extending the range of sentences with more than one clause by using a wider range of conjunctions.
- Using the present form of verbs in contrast to the past tense.
- use the correct form of 'a' or 'an'
- Using and punctuating direct speech.

READING

- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual
- correspondences between spelling and sound, and where
- these occur in the word
- Discussing words and phrases that capture the reader's interest and imagination.
- Ask questions to improve their understanding of a text.
- Drawing inferences such as inferring characters thoughts and feelings and justify with evidence
- predicting what might happen from details stated and implied
- Participate in discussions about books.

COMPUTING	RE	PE
<ul style="list-style-type: none"> • Use logical reasoning to explain how a simple algorithm works. • Use software or search engines effectively. • Identify ways to keep safe when using ICT. Think before sending and suggest consequences of sending/posting. 	<ul style="list-style-type: none"> • Pupils use a developing religious vocabulary to describe some key features of religions. • Investigate some key features of religious festivals and celebrations and identify similarities and differences. • Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers. • Explore the meaning of stories. 	<ul style="list-style-type: none"> • Take part in outdoor activities independently and within a team. • Compare performance with previous ones and demonstrate improvement to achieve their personal best. • Demonstrate a range of throwing techniques using accuracy and power and perform a range of jumps, sometimes with run ups.
FRENCH	PSHE	MUSIC
<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Say/repeat a simple sentence using familiar vocabulary. 	<p>Being me in my world</p> <ul style="list-style-type: none"> • Recognise self-worth and identify positive things about your-self and your own achievements. • Set personal targets. • Face new challenges positively. • Understand why rules are needed and how they relate to rights and responsibilities. • Understand that actions affect others and try to see things from other people's point of view. • Present their views and opinions with some explanation, beginning to formulate questions. • Describe situations that they find stressful and explain some ways that they can make these better, through positive thinking and talking them through with others. 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts using voices and musical instruments. • Compare and contrast two pieces of music on the same theme. Listen to music from different periods in history. • Recognise changes in the music using words like pitch (high) timbre (sound quality) dynamics (loud or soft) temp (fast/slow).

	<ul style="list-style-type: none"> • Explain which foods contribute towards a healthy lifestyle and the benefits of a balanced diet. Recognise that bacteria and viruses can be harmful and explain how simple routines can help stop their spread. 	
ART/DT	HISTORY	GEOGRAPHY
<ul style="list-style-type: none"> • Investigate design features (including identifying components or ingredients) of familiar existing products. • Suggest improvements to products made and describe how to implement them (taking the views of others into account). • Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of need, including being for purpose. • Identify food which comes from the UK and other countries in the world. • Combine a variety of ingredients using a range of cooking techniques. • Follow health and safety rules for cooking and baking activities. • Describe what a balanced diet is. • Select the appropriate tools and explain choices. • Make repeat pattern prints for decorative purposes using various natural materials. • Use a range of drawing media to draw natural and man-made items, giving 	<ul style="list-style-type: none"> • To develop a chronologically secure knowledge and understanding of world history. 	<ul style="list-style-type: none"> • Use maps, atlases globes and digital/computer mapping to locate countries and describe features situated. • Locate appropriate information, needed for a task, from a source material. • Name and locate vegetation belts across the United Kingdom, explaining how some of these have changed over time. • Make comparisons of the same geographical feature in different countries. • Compare and contrast areas of vegetation an biomes in two different locations. • Provide a reasonable explanation for features in relation to location (e.g. the shops outside town are bigger because there is more space).

attention to pattern, shape and form.

