

YEAR GROUP: 3	TERM: Autumn 2	TITLE: Mighty Metals
ENGLISH	MATHS	SCIENCE
<p>WRITING</p> <ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Increase the legibility, consistency and quality of handwriting. • 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 • composing and rehearsing sentences orally building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in non-narrative material, using simple organisational devices (headings & subheadings) • proofread for spelling and punctuation errors • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Organising paragraphs around a theme. • Use conjunctions, adverbs and prepositions to express time and cause. • Spell further homophones • Use further prefixes and suffixes and 	<ul style="list-style-type: none"> • 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. • Solve problems including missing number problems, using number facts, place value, and more complex addition and subtraction. • Recall and use multiplication and division facts for the 3, 4 and 8 times table. • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know • <i>estimate the answer to a calculation and use inverse operations to check answers</i> 	<ul style="list-style-type: none"> • Name a range of familiar daily activities which rely upon or are caused by forces and magnets. • Describe forces in action (pulling and pushing) and whether the force requires direct contact between objects or whether the force can act at distance (magnetic force). • Compare how an object moves over surfaces made from different materials, making predictions and measuring the distance travelled. • Explain the terms 'magnetic attraction' and 'repulsion' and 'magnetic poles', using a model for assistance. • Make predictions, explaining thinking then test a range of magnets for their strength and polarity. • Sort and group materials into those that are magnetic and those that are not and identify patterns within the groups. • Discuss enquiry methods and describe a fair test • Make decisions about what to observe during an investigation • Take accurate measurements using standard units • Gather record and use data in a variety of ways to answer a simple question

understand how to add them.

- Use the first 2/3 letters in a word to check its spelling in a dictionary.

READING

- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- listen to and discuss a wide range of fiction, poetry, non-fiction and reference books or textbooks
- retrieve and record information from non-fiction
- Identify main ideas drawn from paragraphs.
- Read books that are structured in different ways and reading for a range of purposes.
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

- Use dictionaries to check the meaning of words that they have read.
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

- participate in discussion about both books that are to them and those they

- Draw, with help, a simple conclusion based on evidence from an enquiry or observation

can read for themselves, taking turns and listening to what others say

- Give well- structured explanations.
- Maintain attention and participate actively in collaborative conversations, staying on topic.
- Ask questions to improve their understanding.

COMPUTING	RE	PE
<ul style="list-style-type: none"> • Use software or search engines effectively. • Identify ways to keep safe when using ICT. Think before sending and suggest consequences of sending/posting. • Use sequence, selection and repetition in programs. • Become discerning in evaluating digital content. 	<ul style="list-style-type: none"> • Compare and contrast the practice of religion in the home of different religious communities. • Investigate some key features of religious festivals and celebrations and identify similarities and differences. • Explore the symbolic use of a wide range of objects and make suggestions for the intended meaning. 	<ul style="list-style-type: none"> • Create their own games. Adapting rules and displaying knowledge of warm up and cool downs. • Keep control of ball based equipment (e.g. a hockey stick). Working effectively as part of a team. • Choose tactics/a suitable strategy to cause problems for the opposition.
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. • Pronounce their name and other words and phrased correctly. • Read key words correctly, using visual cues to support. • Copy simple words correctly. 	<ul style="list-style-type: none"> • Celebrating differences • Understand that everybody's family is different and important to them. • Describe how family can mean different things to different people. • Understand that differences and conflicts sometimes happen among family members. • Work collaboratively towards shared goals. • Describe what bullying is and what to do if they are feeling bullied. • Know what it means to witness a bully. • Know that witnesses can make the situation better or worse by what they do. • Recognise that some words are used in hurtful ways. • Describe a time when their words affected someone's feelings and what 	<p>Christmas Singing concert</p> <ul style="list-style-type: none"> • Use voice and musical instruments with increasing accuracy, fluency, control and expression. • Sing songs confidently both solo and in groups. • Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments. • Listen to recorded music from different traditions.

	<p>the consequences were.</p> <ul style="list-style-type: none"> • Demonstrate sensitivity and understanding of people with different values, customs and cultures. 	
ART/DT	HISTORY	GEOGRAPHY
<ul style="list-style-type: none"> • Select the appropriate tools and explain choices. • Plan which materials will be needed for a task and explain why. • Try an alternative way of fixing something, if their first attempt isn't successful. • Make realistic plans, identifying processes, equipment and materials needed. • Use a variety of materials to create a collage on a theme. • Identify interesting aspects of objects as a starting point for work. • Make suggestions for ways to adapt/improve their art work. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Human geography: the distribution of natural resources including energy, food, minerals and water. • Sequence and explain the features of a physical weather process, such as the water cycle. • Identify how people both damage and improve the environment. • Locate geographical features on a map or atlas using symbols shown in a key.