

# Year 3- Autumn Curriculum letter 2021

Welcome back to St Mary's for the Autumn term. I do hope you have had an enjoyable and restful summer break. This letter will inform you of the exciting things that your child will be learning about over the next two half terms.

## General reminders

Children must bring the following equipment to school, everyday.: A pencil case with HB pencils, coloured pencils, pencil sharpener, ruler, rubber and glue stick, their daily reading book, home-school diary and a bottle of water. We recommend that children also bring in white board pens but this is not required.

Please ensure that your child reads every day and that this is noted in your child's home-school diary. Reading should be noted in the home-school diary at least 4 times a week. If there are any important notes, especially those regarding changes to pick-up arrangements, please ensure that these notes are clearly written in the home-school diary.

Please ensure your child has the correct uniform every day (winter uniform is shirt and tie with jumper) and that all of your child's belongings are clearly name-labelled.

Our PE days are Monday and Thursday and on these days, children should come to school in their PE kits.

Spellings and times tables will be tested each week on a Friday and a list of the first half-term's spellings will be glued into the home-school diary.

Children should practice spellings and times tables every day for no more than ten minutes.

## Curriculum

Our topics this term are the Stone Age and Light and dark. We will be reading Stone Age Boy by Satoshi Kitamura and Orion and the Dark by Emma Yarlett.

## RE

Our topics for RE this term are Homes- families, Christian family- baptism and Christian family, Mary Our Mother- Advent.

<b>Homes- Families</b>	
I can describe the difference between a house and a home	I can describe Jesus' home and family life and describe what was important to them.

<u>The Christian Family</u>						
Learning focus						
Know that we all	Know what it means to belong to the	Know that we join the Church when	Understand what happens when we	Know about some of the signs and	Know about the promises made at Baptism by	Think about the importance

belong to a family.	family of the Church.	we receive the Sacrament of Baptism.	receive the Sacrament of Baptism.	symbols used in the Sacrament of Baptism.	parents and godparents.	of keeping promises.
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<u>Mary Our Mother- Advent</u>						
<u>Learning focus</u>						
Know that God chose Mary to be the mother of His Son.	Know that Mary went to visit her cousin Elizabeth.	Know about the Mystery of the Incarnation.	Understand that Advent is a time to prepare to celebrate the birth of Jesus.	Know about the birth of Jesus.	Reflect on what the birth of Jesus means for us.	Know that Wise Men came to worship Jesus.

### Maths

Our areas for study for this term are Place Value, Addition, Subtraction, Multiplication and Division. Children will develop their fluency, reasoning and problem-solving skills in these areas.

<u>Place value</u>	<u>Addition and subtraction</u>	<u>Multiplication and division</u>
<u>Learning focus</u>	<u>Learning focus</u>	<u>Learning focus</u>
<p>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number,</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</p> <p>Compare and order numbers up to 1000.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Read and write numbers up to 1000 in numerals and in words.</p>	<p>Add and subtract number mentally including:</p> <p>a three-digit number and tens.</p> <p>a three-digit number Add and subtract numbers mentally, including:</p> <p>a three-digit and hundreds.</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers</p>	<p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p>

Children will continue to be tested on their multiplication tables weekly. Regular practise is important and has a positive impact on maths attainment.

### English

Children will continue to develop their reading and writing skills through study of our class texts. Children will develop a greater understanding and mastery of spelling, grammar and punctuation.

Children will be given 'free-reading' time within class, and will further develop their reading skills in daily Guided Reading lessons, but we still recommend children read for at least 20 minutes every day with an adult.

<p><b>Reading</b></p> <p><b>Learning focus</b></p>	<p><b>Writing</b></p> <p><b>Learning focus</b></p>	<p><b>SPAG</b></p> <p><b>Learning focus</b></p>
<p>Draw inferences from reading.</p> <p>Predict from details stated and implied.</p> <p>Explain and discuss understanding of reading, maintaining focus on the topic.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Ask questions to improve understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Plan, write, edit and improve.</p> <p>Compose and rehearse sentences orally.</p> <p>Use the main features of a given text-type.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use a range of descriptive phrases including some collective nouns.</p> <p>Use organisational devices such as headings and sub headings.</p> <p>Write sentences that include direct speech.</p>	<p>Using 'a' or 'an' correctly.</p> <p>Use prefixes and suffixes and understand how to add them.</p> <p>Spell homophones accurately.</p> <p>Identify and use conjunctions.</p> <p><b>Identify and use adverbs.</b></p> <p>Identify and use subordinate clauses.</p> <p>Identify and use headings and sub headings accurately.</p> <p>Punctuate direct speech accurately.</p>

### **Science**

Our topics for this term are 'Rocks and soils', 'Light and seeing' and 'Living things including evolution with a plant focus'.

Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

<u>Rocks</u>					
Learning focus					
Compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and human-made rocks.	Group together different kinds of rocks on the basis of their simple physical properties in the context of natural rocks.	Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.	Identifying changes related to simple scientific ideas in the context of theories about fossils.	Recognise that soils are made from rocks and organic matter by explaining how soil is formed.	Making systematic and careful observations in the context of investigating the permeability of different soils.

<u>Evolution and inheritance</u>	
Learning focus	
Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	Understand fossils in relation to the timeline.

<u>Light and seeing</u>				
Learning focus				
Recognise that we need light in order to see things and that dark is the absence of light.	Notice that light is reflected from surfaces.	Recognise that light from the sun can be dangerous and that there are ways to protect our eyes.	Recognise that shadows are formed when the light from a light source is blocked by a solid object	Find patterns in the way that the size of shadows change.

<u>Plants</u>
Learning focus

Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.	Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.	Set up simple, practical enquiries and comparative and fair tests. Gather, record, classify and present data in a variety of ways to help in answering questions.	Investigate the way in which water is transported within plants.	Explore the role of flowers in the life cycle of flowering plants including pollination, seed formation and seed dispersal.
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## History

Our topic for this term is 'Stone Age to Iron Age'. How do we know about the Iron age?

Stone Age to Iron Age				
Learning focus				
Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.	Understand how our knowledge of the past is constructed from a range of sources.	Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	Develop a chronologically secure knowledge of events in the Stone Age.	Address historically valid questions about change, cause, similarity and difference, and significance.

## Geography

Our topic for this term is 'Rainforests and South America'. Children will learn about Rainforests around the world: where they are, what it is like there, the layers of the rainforest, the animals that live in the rainforest, investigate the difference between the Amazon rainforest in South America and Rendlesham Forest in the UK. How can we protect the Rainforest?

Rainforests and South America					
Learning Focus					
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	Ask and answer geographical questions about the physical and human characteristics of a location.	Use a range of resources to identify the key physical and human features of a location.	Describe key aspects of physical geography.	Describe geographical similarities and differences between countries.	Describe key aspects of human geography including: land use, settlements and economic activity.

## Design and Technology

Our theme for this term is The Rainforest. Linked to this, we will design, make, evaluate and improve a palm Oil free snack as part of our focus on ensuring we have a healthy and varied diet.		
<b>The Rainforest</b> Learning focus		
Generate and clarify ideas through discussion with peers and adults to develop design criteria.  Use annotated sketches and appropriate information etc. to develop and communicate ideas.	Plan the main stages of a recipe, listing ingredients, utensils etc.  Select from a range of ingredients to make appropriate food products.	Carry out sensory evaluations of a variety of ingredients and products.  Record the evaluations using e.g. simple tables and graphs.  Evaluate the ongoing work and the final product.

## Art

Art this term will include drawing, painting and printmaking set in the context of the Stone Age and Rocks. Children will identify a variety of techniques used by artists and attempt to replicate these in their own artwork.

Invent marks and repeat for effect	Combine drawing and resist.  Mix colours and combine shapes and marks.	Respond imaginatively to a story or poem about an invented creature.
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## Computing

This term we will be creating a sequence in music. We will explore the concept of sequencing in programming through Scratch. We will also be learning, again, about online safety.

<b>Programming</b> Learning focuses					
Introduction to Scratch.  How can people represent	Programming Sprites.  What does it mean to 'know' someone online	Sequences.  Simple strategies for creating and keeping	Ordering commands.	Looking good. (combine motion and sounds in	Making an instrument.

themselves in different ways online?	and how does this differ from knowing someone offline?	passwords private.		one sequence)	
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## **PE**

Our focus for this term is on netball, basketball and dance skills. PE will be taught by Mrs Hopegood, Mr Hurd and Mrs Dyer.

## **French & Music**

French and Music will be taught by Mrs Dyer on Thursday afternoons.

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I look forward to working closely with you over the term. Should there be any questions or problems, please do not hesitate to make an appointment to see me.

With very best wishes,

Mrs Hopegood.