

Year Group: 3

Term: Autumn 1 2019-20

Teachers: Mrs De Gale, Miss Green, Mrs Garland

English:

Build upon sentence types to ensure writing style can be varied:

BAB sentences (but, and, because as a conjunction)

2A sentences (The small, terrified mouse scuttled away from the fierce, angry lion.)

Noun, Who sentences (The mouse, who was tiny, scuttled away quickly.)

BOYS sentences (but, or, yet, so as a conjunction.)

Narrative Writing based on 'I'll Take you to Mrs. Cole's House' and 'Mufaro's Beautiful Daughters'.

Planning (Story pegs)

Paragraphs

Dialogue

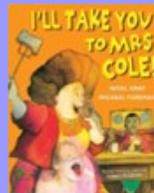
Setting/Character description

Letter writing

Who is Mrs Cole?

Where does she live?

What happens at Mrs Coles?



Unicef Link

Article 3—The best interests of the child should be top priority

How do these characters, and their actions impact each others well-being?

Extended Writing

- **Setting description** (Mrs. Cole's kitchen)
- **Narrative** (retelling of familiar story with their own characters and setting)
- **Informal letter writing** (from sister to sister)

Learning Values: Collaborative learning
Independent

North Ealing Primary School



2019—2020

S.M.S.C.

Emotional: to ensure a smooth transition from Y2 to Y3



Values: Democracy and Tolerance of those with different faiths and beliefs

Science: How does our lifestyle impact our health?

This includes healthy eating and the classifying of food types into groups. The body- exploring bones/skeletons/organs) Identify understand and observe how muscles work. Children will understand the function of a skeleton: support, protect.

Why do we exercise?

How does food affect our bodies and minds?

Can I recognise characteristics shared by animals including humans?

What if all animals were the same?

Maths:

Can I recognise the properties of numbers to add and subtract?

We will be looking at place value, (H,T,O)

Decimal Place Value Chart										
Thousands	Hundreds	Tens	Ones	Decimal point	Tenths	Hundredths	Thousandths	Ten-Thousandths	Hundred-Thousandths	
Whole part					Decimal part					

We will be practising our Addition/Subtraction, with the goal of moving on to column addition/subtraction throughout the year.

Can I recognise shapes and their properties?

We will be investigating and learning about properties of shapes.

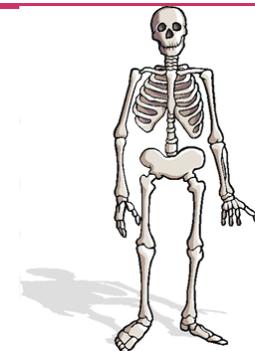
Can I confidently use my knowledge of multiplication, division and fractions to solve problems?

We will be focusing on our multiplication and division skills.

We will be learning more about fractions, and how to find fractions of numbers and shapes.

Can I explain the properties of mass?

We will be learning what mass is and investigating.



Set in Stone

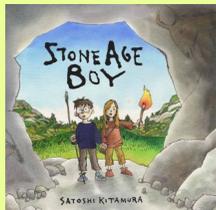
Trip to Natural History Museum

History: The Stone Age.

We will be looking at culture/ food/houses/way of life/jobs/ creativity. Namely Hunter/ Gatherers—Farming

How does this affect modern Britain?

What influences from this era are still evident? What is the legacy? Where can we find out about the past? What does the evidence show? Describe main changes during the stone age?



Music: What if all animals were the same?

We sing songs with theme of animals.

We listen to music connected to animals (Saint-Saens 'Carnival)

We compose/ improvise music to represent an animal.

We explore **PITCH** as a topic and begin to use standard notation.

Music and instruments of the stone age maybe interesting too.

Art:

Exploring Stone Age art:

Cave paintings

Sketches of Stonehenge



What positive effects do our family relationships have on us?

We will be portraying families and relationships through art.

How can I improve my technique?

Which material would work best?

How can I portray colour and texture between the

R.E.

We will be focusing on signs and symbols that appear in different religions.

What is the significance of these symbols?



What religious symbols were used in the Stone Age? How are they different /the same to those used today?

Computing:

Creating a simple animation. Understanding searches and reliable sources of information.

What have you learnt today that you didn't know before?

How could you keep safe on

Spanish: MFL



Revisit phonics for speaking, listening and reading in Spanish. (using rhyme and actions to help embed)

Revise greetings and introductions. Learn new vocabulary to express feelings.

Introduce verb '**tener**' in 1st (**tengo**) and 2nd (**tienes**) person.

Revise numbers 0-20. Learn numbers 20-31.

P.E.

We will be focusing on key skills and introducing these skills into games. e.g. throwing/ catching/ communication.

We will also have the chance to work on some elements of dance.

Can I use positive words when someone does well?

Can I listen and support others?



P.S.H.E.

We will be learning about targets and discussing our class/school rules.

We will have a focus on friendship, especially as the children will have to work with different people than in Y2.

Article 2 and 15

Philosophy

Should animals have rights? What would they be?

