

Y3 Autumn Overview 2021-2022

Writing			Maths			
<p><b><i>The Stone Age Boy by Satoshi Kitamura</i></b>                      To write a descriptions a setting                      To make predictions                      To write instructions                      To write adventure story.</p> <p><b><i>The Miraculous Journey of Edward Tulane by Kate DiCamillo</i></b>                      To understand and recall new vocabulary                      To write a character description                      To place events in chronological order                      To plan the next chapter                      Write the next chapter                      To learn features of a recount                      To write a recount/letter                      To reflect on judgements of a character</p>			<p><b><u>Block 1 Place Value</u></b>                      Represent numbers to 100                      Partition numbers to 100                      Number line to 100                      Hundreds                      Represent numbers to 1,000                      Partition numbers to 1,000                      Flexible partitioning of numbers to 1000                      Hundreds, tens and ones                      Find 1, 10 or 100 more or less                      Number line to 1,000                      Estimating on a number line to 1,000                      Compare numbers to 1,000                      Order numbers to 1,000                      Count in 50s</p>		<p><b><u>Block 3 Multiplication and Division</u></b>                      Multiplication - equal groups                      Use arrays                      Multiples of 2                      Multiples of 5 and 10                      Sharing and grouping                      Multiply by 3                      Divide by 3                      The 3 times-table                      Multiply by 4                      Divide by 4                      The 4 times-table                      Multiply by 8                      Divide by 8                      The 8 times-table                      The 2, 4 and 8 times-tables</p>	
SPAG			<b><u>Block 2 Addition and Subtraction</u></b>			
<p><b><u>Block 1 Ready to write</u></b></p> <ol style="list-style-type: none"> <li>1.Noun Phrases</li> <li>2.What is a Sentence?</li> <li>3.Different Types of Sentences</li> <li>4.Expanding Sentences 1</li> <li>5.Expanding Sentences 2</li> <li>6.Commas</li> <li>7.Apostrophes 1</li> <li>8.Apostrophes 2</li> <li>9.Past and Present Tense</li> <li>10.Past and Present</li> </ol>	<p><b><u>Block 2 Determiners</u></b></p> <ol style="list-style-type: none"> <li>1.What is a Vowel?</li> <li>2.What is a Consonant?</li> <li>3.'the', 'a' or 'an'?</li> <li>4.Recognising Determiners</li> <li>5.Using Determiners</li> </ol>	<p><b><u>Block 3 Conjunctions</u></b></p> <ol style="list-style-type: none"> <li>1.What is a Clause?</li> <li>2.Coordinating Conjunctions</li> <li>3.Subordinating Conjunctions</li> <li>4.Using Conjunctions to Express Time</li> <li>5.Using Conjunctions to Express Place</li> <li>6.Using Conjunctions to Express Cause</li> </ol>	<p>Apply number bonds within 10                      Add and subtract 1s                      Add and subtract 10s                      Add and subtract 100s                      Spot the pattern                      Add 1s across a 10                      Add 10s across a 100                      Subtract 1s across a 10                      Subtract 10s across a 100                      Make connections                      Add two numbers (no exchange)                      Subtract two numbers (no exchange)                      Add two numbers (across a 10)                      Add two numbers (across a 100)                      Subtract two numbers (across a 10)                      Subtract two numbers (across a 100)                      Add 2-digit and 3-digit numbers</p>			

		7.Using Conjunctions to Express Time, Place and Cause	Subtract a 2-digit number from a 3-digit number Complements to 100 Estimate answers Inverse operations Make decisions
<b>Spelling</b>			
The ow sound spelled ou The u sound spelled ou The i sound spelled y Words ending in sound ze spelled sure Words ending in sound ch spelled ture Challenge words Words with prefix re Words with prefix dis Words with prefix mis Adding suffix not doubling the last letter Adding suffix doubling last letter Challenge words The long vowel a sound spelled ai			
<b>Reading</b>			
<i>Texts covered: The Miraculous Journey of Edward Tulane and The Stone Age Boy by Satoshi Kitamura</i> <i>Objectives:</i> Predict what might happen from details stated and implied Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Making comparisons with and across books Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views			
<b>Geography</b>			<b>History</b>
<b>Look in Spring term.</b>			<b>Who first lived in Britain?</b> <b><i>The Stone Age</i></b> How do people often imagine the Stone Age to be like? Who left their footprints on the beach and what were they doing there? What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?

	<p>Why did Stone Age Britons spend most of their time living in camps rather than in caves?          Why was the Red Lady of Paviland so important?          How were people living in Britain at the end of the Stone Age compared with the beginning?</p> <p><b>The Bronze Age</b>          Why did the Stone Age come to an end about six thousand years ago?          Why was the Amesbury Archer so important?          Why do people build monuments?          Why did Bronze Age people build monuments at Merrivale?          Who was buried in the cist at Merrivale?</p> <p><b>The Iron Age</b>          How can we recognise Iron Age hill forts today?          What might hill forts have looked like when they were first built?          How do we know that life wasn't always very peaceful in the Iron Age?</p>
	<b>PE</b>
	<p>Hockey, dodgeball, multiskills          Swimming</p>
<b>Science</b>	<b>RE</b>
<p><b>Humans and other animals</b>          Food Groups          Balanced diet          Transport of food          Digestive system          The human skeleton          Compare animal skeletons          Recognising skeletons from X Rays          Muscles – how we move          Exercise          Investigation – how exercise effects our bodies</p>	<p><b>Why is Jesus Inspiring to some people?</b>          Understand why Christians believe that Jesus is significant and special          Inspirational people          Values, beliefs, actions          Identifying characteristics of good role models          Jesus's life and his teachings</p> <p><b>What does it mean to be a Christian?</b>          The Lost Sheep          Zaccheus the Tax Collector          The Christmas Story          Where Jesus was born and why?          Christmas storyboard          Retell the story of the wise men          Herald –his story</p>

	<p style="text-align: center;"><b>Music</b></p> <p><b>Creating compositions in response to an animation</b></p> <p>Verbalise how the music makes them feel.</p> <p>Create actions or movements appropriate to each section of a piece of music.</p> <p>Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.</p> <p>Play melodies and rhythms which represent the section of animation they are accompanying.</p>	<p style="text-align: center;"><b>MFL</b></p> <p>Perform simple communicative tasks using single words, phrases and short sentences.</p> <p>Recognise some familiar words in written form</p> <p>Identify social conventions at home and in other cultures</p> <p><b>Language Angels</b> Phonics Little Red Riding Hood</p>
<b>Art</b>	<b>Design Technology</b>	
<p>Design and make woolly mammoth</p> <p>Shading skills</p> <p>Cave art ( charcoal, shading)</p> <p>Celtic art</p>	<p>Split pin people to show joints linked to science</p> <p>Healthy Sandwiches linked to science</p> <p>Design and make woolly mammoth</p> <p>Design and make celtic broaches</p>	
<b>Computing</b>	<b>PSHe</b>	
<p>Coding – Using flowcharts, using timers, using repeat, code, test and debug, design and make an interactive scene</p> <p>Online safety – safety in numbers, fact or fiction, appropriate content and ratings</p> <p>Spreadsheets – Creating pie charts and bar graphs, Using more than and Spin Button Tools, Advanced Mode and Cell Addresses</p>	<p>Learning that problems can occur in families and that there is help available if needed.</p> <p>Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p>Identifying who I can trust. Learning about the effects of non verbal communication. Exploring the negative impact of stereotyping.</p>	