**MATHS**

**Place Value**

This unit is important as it explores 3-digit numbers in depth. It will build on the place value work that they did in Year 2 and they will extend many of the models and images that they have used previously.

Children begin with learning how to count in 100s. They will learn that a 3-digit number is made up of some 100s, 10s and 1s and they will be able to represent this in many ways (for example, on a place value grid with counters or in a part-whole model). They will extend the number line to 1,000 and know where different numbers lie. They will compare and order 3-digit numbers as well as count in 50s.

This unit underpins a lot of the subsequent work this year and it is essential that children gain a solid understanding of the key concepts within this unit.

**Addition and Subtraction 1**

This unit is important because it builds on the strong foundation of place value from Unit 1 to develop key concepts in addition and subtraction. Children explore additions and subtractions gradually, by considering in detail the adding of 1s, 10s and 100s separately. They then explore the need to exchange where addition or subtraction may cross the next place value column.

This unit and the next unit are the real foundations for addition and subtraction for children’s whole mathematics career. This is why it is essential that time is taken to discuss the ideas and problems. This unit focuses heavily on the use of efficient mental strategies to answer problems and prepares children to understand mental methods ahead of using more formal strategies in the next unit

**RE**

**Christianity – The Bible**

* What is a sacred text?
* Who wrote the Bible?
* Why are there different types of Bible? Translations over time.
* How is art used in the Bible? – *by monks mainly to illuminate the pages, but also to help who couldn’t read to access the word of God and stories.*
* Can you find the first verse in the Bible Genesis, 1 v1?
* Can you find Luke 1 v1-7? What do you think this verse tells us about?
* Can you find Mark 12 v28-31? What do you think this teaches Christians?
* Can you find Luke 19 1-10? What do you think Christians learn from this?
* What do you think the Bible means to Christians today?

**ART**

**Drawing – Freida McKitrick**

-Create sketch books to record their observations and use them to review and revisit ideas.

-Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

-Learn about great artists, architects and designers in history.

**ENGLISH**

**Narrative**: Historical narrative based on the book ‘The Stone Age Boy’

**Non-Fiction:** Instructions about how to wash a woolly mammoth.

**Shared Reading:** My Neolithic Diary and Stone Girl Bone Girl.

**Love of Reading book:** The Wild Way Home

**SCIENCE**

**Rocks**

* Understand the difference between natural and man-made rocks.
* Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
* Learn and identify the 3 different types of rocks and how they are formed (igneous, sedimentary, metamorphic).
* Describe how weathering, water and erosion has an effect on rocks.
* Identify the different uses of rock.

Autumn Term 1

Year 3

**PE**

**Gymnastics**

To be able to travel and balance in a stretched and curled shape.

To be able to jump in a straight and curled shape.

To be able to perform a curled and straight shape within a sequence.

To be able to perform a sequence at different speeds.

To able to link movements and actions together using contrasting actions.

To be able to make simple judgements about their own and others sequences.

**History**

**Changes in Britain from the Stone Age to the Iron Age**

Children will be introduced to the idea that people have been living in Britain for a very long time. They can learn about the changes that occurred from the three periods of the Stone Age.

* To place the Stone Age within a historical timeline and understand the concept of prehistory.
* To understand what life was like for early hunter gatherers
* To explore how early humans made tools
* To understand how life changed in the Mesolithic period
* To understand the impact of farming on Stone Age life.
* To explore the significance and purpose of the Stone Henge

**MUSIC**

**Hear it! Play it! Exploring Rhythmic Patterns**

* To recognise and define the duration of different

note values

* To develop ensemble skills
* To combine simple rhythm patterns
* To copy and create simple call and response
* Identify Dymanics

**PSHE**

**Get Heartsmart**

We will explore: how to make Heartsmart decisions; how our body language can make us feel powerful; how to keep our hearts soft but strong; when secrets must be shared; that marriage is a type of commitment.

**FRENCH**

**A New Start**

* Discover where France is in the world
* Learn how to say greetings in French
* Learn how to ask and answer how they are feeling
* Learn how to ask somebody their name, and how to introduce their name in French
* Numbers from 1 to 10
* Learn to say colours in French

**COMPUTING**

**My online life**

We will develop children’s knowledge of the risks of their online lives and to develop skills when using online services. It takes a holistic approach to each of the different elements of their online lives. The resources included in this activity are aimed at stimulating classroom discussions about certain situations that may arise online and to get the children to think critically about their online lives.