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**Curriculum Newsletter Autumn 1**

**Year 3**

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| **Growth Mindset mantra** | Believe you can and you are halfway there |
| **Maths** | **Place value**   * Count objects to 1000 and read and write numbers in numerals and words.   + Represent numbers to 1000.   + Hundreds, tens and ones with a part whole model.   + Hundreds, tens and ones using addition.   + Use a place value chart.   + Compare objects.   + Compare numbers.   + Order objects and numbers.   + Count in 4s, 8s and 50s. |
| **English** | We are using the text **Stone Age Boy** as the main vehicle to teach English skills.  **Sentence construction skills:**  Include detail and description to inform the reader  • Write in first person • Use consistent past tense  • Order events with adverbs of time  • Include personal comments and own viewpoint  • Set the scene with a clear opening and establish the context  • Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!  **Non negotiables:**  Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)  • Use a range of co-ordinating and subordinating conjunctions  • Create characters, settings and plot in narrative  **Year group expectation:**  Form nouns with a range of prefixes  • Use present and past tenses correctly and consistently including progressive and present perfect forms  • Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)  • Build a varied and rich vocabulary |
| **Geography** | **Next half term** |
| **History** | **Would you have preferred to live in the stone age, bronze age or iron age?**   * Understand that prehistory was a long time ago. * Accurately place AD and BC on a timeline. * Identify conclusions that are certainties and possibilities based on archaeological evidence. * Explain the limitations of archaeological evidence. * Use artefacts to make deductions about the Amesbury Archer’s life. * Identify gaps in their knowledge of the Bronze Age. * Explain how bronze was better than stone and how it transformed farming. * Explain how trade increased during the Iron Age and why coins were needed. * Identify changes and continuities between the Neolithic and Iron Age periods. * Explain which period they would prefer to have lived in, providing evidence for their choice. |
| **Art** | **Stone inspired cave painting** |
| **DT** | **Next half term** |
| **Science** | **Scientific Investigation**  This unit ‘Scientific Enquiry’ takes children through six lessons where they learn the scientific skills they will need to apply during each unit of learning during key stage 2. Specifically, they will learn how to:  - ask relevant questions and use different types of scientific enquiries to answer them  - set up simple practical enquiries, comparative and fair tests  - make systematic and careful observations and, where appropriate, take accurate measurements using standard units, and use a range of equipment, including thermometers and data loggers  - gather, record, classify and present data in a variety of ways to help in answering questions  - record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  - report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  - use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  - identify differences, similarities or changes related to simple scientific ideas and processes  - use straightforward scientific evidence to answer questions or to support their findings.  - The lessons have been written in sequence and are designed to challenge children to recall the knowledge and skills they have covered in the previous lesson(s).esson(s). |
| **PSHCE** | **Being me in my world**  Children discuss their own worth and identify positive things about themselves and their achievements. They discuss facing challenges positively and know when and how to ask for help. An understanding of how rules help keep us safe and how they relate to rights and responsibility. The children will learn that their actions effect not only themselves but others too and the importance of making responsible choices. |
| **PE** | **Gymnastics/dance**  Know which small parts of the body take weight and which large parts are used for balance. Link jumping actions with rolling actions. |
| **RE** | **What do Christians learn from the creation story?**  In this unit, pupils will learn about the Creation story and how that impacts on the life of a Christian. Pupils learn that the Creation story is the first story of the Bible – Genesis. Pupils will learn that God created everything and that Christians thank God for the world and care for the world because it was created by God. |
| **Music** | * **Ukulele lessons** |
| **Computing** | **Next half term** |

**Homework**

Book given out on: Monday

To be returned by: Monday

**Spellings (in homework book):**

Given out on and sent on Seesaw: Monday

Tested on: Monday