


<p>English</p> <p>Our English learning follows the National Curriculum 2014. We use it as a guiding framework and will plan learning beyond its objectives in order to meet the needs of all pupils by enriching with challenge. We know that speaking, listening and reading skills are the foundation of developing high level literacy skills. Therefore we use the principles and guidance from The Power of Reading and Talk for Writing to ensure that our children have broad, balance and rich language and literature lessons using the highest quality texts and high quality first teaching to ensure every child reaches their potential. We want our children to be confident and skilled speakers and we ensure that we teach them the skills to present, debate and perform. We develop a love for reading by creating time and space for children to explore literature either independently or with adult guidance.</p> <p>We are reading:-Traditional Tales and Fairy Tales – with a particular focus on The Three Billy Goats Gruff</p> <p>We are writing- traditional tales, recounts and stories in familiar settings</p> <p>We are also reading: I was a rat! By Phillip Pullman</p> <p>We are writing – stories and poetry</p> <p>This term we are PRESENTING- show and tell, our own ideas and experiences in a loud, clear voice, asking questions and listening to others and instructions.</p>	<p>Year 3 Autumn Term – Once Upon A Time</p> <p>What can we learn from a rock?</p>  <p>Dates for your diary</p> <p>Pen pal Picnic: Thursday 27th September Class assembly: Wednesday 14th November KS2 Cinema Trip: Monday 17th October</p>	<p>Maths</p> <p>Our Maths learning follows the National Curriculum 2014. We use it as a guiding framework and will plan learning beyond its objectives in order to meet the needs of all pupils, enrich with challenge and plan for breadth and depth in learning when appropriate. We teach all arithmetic and reasoning in the areas of number and place value, calculation, geometry and statistics. Children develop problem solving and critical thinking skills in order to become fluent and confidence mathematicians. Children learn practical and written methods to solve mathematical problems</p>
<p>History –</p> <p>I am learning to:</p> <ul style="list-style-type: none"> • understand when (on a time line) the period I am studying happened. • use dates and terms related to the period I am studying. • use dates and terms related to the passing of time • sequence several artefacts or events • find out about everyday lives of people in the time I am studying • compare life in the past with life today • identify reasons for and results of people’s actions • understand why people may have wanted to do something • identify and give reasons for different ways in which the past is represented • distinguish between different sources • compare two different versions of the same story • look at representations of the period • I use a range of sources to find out about a period of history, event or person • observe the small details in artefacts and pictures • select and record information relevant to the study • beginning to use reference books and the internet for research 	<p>Science</p> <p>I am learning to:</p> <p>Forces and magnets</p> <ul style="list-style-type: none"> • compare how things move on different surfaces. • understand that some forces need contact between two objects but magnetic forces can act at a distance. • observe how magnets attract or repel each other and attract some materials and not others. • compare and group some materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. • describe magnets as having two poles. • predict whether two magnets will attract or repel each other <p>Rocks</p> <ul style="list-style-type: none"> • examine and do practical experiments on various types of rocks in order to group them on the basis of their appearance and simple physical properties. • simply describe how fossils are formed when things that have lived are trapped within a rock. • explain that soils are made from rocks and organic matter. <p>(Working scientifically skills ongoing)</p>	<p>Computing Technology</p> <p>I am learning to:</p> <p>Technology in Our Lives- Internet research and communication</p> <ul style="list-style-type: none"> • to save and retrieve work on the Internet, the school network or my own device. • talk about the parts of a computer. • tell you ways to communicate with others online. • describe the World Wide Web as the part of the Internet that contains websites. • use search tools to find and use an appropriate website. • think about whether I can use images that I find online in my own work. <p>Data Handling- Presentation skills</p> <ul style="list-style-type: none"> • talk about the different ways data can be organised. • search a ready-made database to answer questions. • collect data help me answer a question. <p>Online Safety</p> <ul style="list-style-type: none"> • I can talk about what makes a secure password and why they are important. • protect my personal information when I do different things online. • I am learning to I can use the safety features of websites as well as

<ul style="list-style-type: none"> develop knowledge and understanding of British, local and world history. communicate what I learn (knowledge) through discussion, debate, drawing, drama and role play, making models, writing, ICT 	<p>Art and Design</p> <p>I am learning to :</p> <p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <ul style="list-style-type: none"> experiment with different types of pencil draw from close observation draw sketches as preparation for painting draw accurate drawings of faces <p>Colour (painting, ink, dye, textiles, pencils, crayons, pastels)</p> <ul style="list-style-type: none"> make colour wheels use different types of brushes apply colour using dotting, scratching and splashing 	<p>reporting concerns to an adult.</p> <ul style="list-style-type: none"> recognise websites and games appropriate for my age. make good choices about how long I spend online. ask an adult before downloading files and games from the Internet post positive comments online
<p>Geography</p> <p>I am learning to:</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ask and respond to geographical questions analyse evidence and draw conclusions recognise that people hold different views about an issue and begin to understand some of the reasons why communicate findings in ways appropriate to the task or for the audience understand and use a widening range of geographical terms (specific topic vocabulary) use basic geographical vocabulary make more detailed fieldwork sketches/diagrams use fieldwork instruments use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features use four figure grid references. use the 4 points of a compass make plans and maps using symbols and keys <p>Locational Knowledge</p> <ul style="list-style-type: none"> locate counties in the UK on a map. locate some of the cities of the UK. <p>Place knowledge</p> <ul style="list-style-type: none"> recognise there are similarities and differences between places. 	<p>Music</p> <p>I am learning to:</p> <p>Play and perform</p> <p>Improvise and compose music</p> <p>PSHE</p> <p>Health and Well-being- Healthy Lifestyles</p> <ul style="list-style-type: none"> I am learning about what makes up a balanced diet I am learning about opportunities they have to make their own choices about food I am learning about what influences their choices about food I am learning about what is meant by a habit I am learning how habits can be hard to change <p>Relationships- Feelings and Emotions</p> <ul style="list-style-type: none"> I am learning about different types of behaviour and how this can make others feel I am learning that bodies and feelings can be hurt <p>Living in the wider world- Rights and responsibilities</p> <ul style="list-style-type: none"> I am learning about group and class rules and why they are important I am learning about respecting the needs of ourselves and others I am learning about groups and communities that they belong to I am learning about the people who work in their community I am learning how to get their help, including in an emergency. 	<p>PE</p> <p>I am learning to:</p> <p>Gymnastics</p> <ul style="list-style-type: none"> link skills with control, technique, co-ordination and fluency. understand composition by performing more complex sequences. use gym vocabulary to describe how to improve and refine performances. develop strength, technique and flexibility throughout performances. create sequences using various body shapes and equipment. combine equipment with movement to create sequences. <p>Games - Skittleball & Touch Rugby</p> <ul style="list-style-type: none"> vary skills, actions and ideas and link these in ways that suit the games activity. show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking use skills with co-ordination, control and fluency. take part in competitive games with a strong understanding of tactics and composition. <p>Evaluation</p> <ul style="list-style-type: none"> watch and describe performances accurately. think about how they I can improve my own work. <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> describe the effect exercise has on the body explain the importance of exercise and a healthy lifestyle. <p>understand the need to warm up and cool down.</p>
<p>RE</p> <p>Pupils explore Christianity and the other principal religious and non-religious worldviews</p> <p>This term we are exploring:</p> <p>Hindusim- Divali</p> <p>Christianity- Christmas</p>		<p>MFL</p> <p>We value the importance of learning another language and understanding different cultures. We focus on basic vocabulary and being able to communicate effectively in day-to-day situations.</p> <ul style="list-style-type: none"> Listening, Speaking, Reading and Writing skills

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