



Literacy	<p><u>Spelling and Handwriting</u></p> <ul style="list-style-type: none"> - Neat and legible handwriting, using the strokes needed for joining some of the time. - Spell accurately all KS1 spelling rules. - Use phonics to spell longer unknown words. <p><u>Composition</u></p> <ul style="list-style-type: none"> - Plan to use the correct structure in writing. - Use appropriate openings and endings. - Organise paragraphs around a theme (opening, build up, problem/dilemma, resolution). - Begin to create settings, characters and plot in stories. - Understand and use different sentence types including statements (tell), questions (ask), exclamations (strong emotion), and commands (instruct). <p><u>Vocabulary. Grammar and Punctuation</u></p> <p>We will be looking at:</p> <ul style="list-style-type: none"> - Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession. - Recognise and use words from the same word families and use prefixes and suffixes to change the word class (unkind, kind, kindness). - Understand which nouns can be proper nouns and use capitals appropriately (people, places, days, months, brands...). - Use expanded noun phrases to describe and specify. - Using adjectives to compare. - Using 'a' or 'an' appropriately. - Conjunctions to show time and cause. <p><u>Fiction Writing</u></p> <p>Narrative: First Person Story in four parts & a Third person story</p> <p><u>Non- Fiction</u></p> <p>Persuasive Letter & Recount</p> <p><u>Poetry</u></p> <p>Free Verse Poetry</p> <p><u>Texts</u> : Stone Age Boy by Satoshi Kitamura, Ug by Raymond Briggs, I was born in the Stone Age by Michael Rosen.</p>	Mathematics
	<p>Place Value:</p> <ul style="list-style-type: none"> - Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. - Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). <p>Addition & Subtraction:</p> <ul style="list-style-type: none"> - Add and subtract numbers mentally, including: a three-digit number and ones. - Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. - Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <p>Measurement:</p> <ul style="list-style-type: none"> - Add and subtract amounts of money to give change, using both £ and p in practical contexts. - Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. <p>Geometry:</p> <ul style="list-style-type: none"> - Revision of the properties of 2D and 3D shapes. - Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. <p>Multiplication & Division:</p> <ul style="list-style-type: none"> - Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. - Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. <p>Fractions:</p> <ul style="list-style-type: none"> - Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. - Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. <p>Statistics:</p> <ul style="list-style-type: none"> - Interpret and present data using pictograms. * Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in pictograms. <p>Mental Arithmetic – Based on targets set for Autumn Term on Numeracy target cards.</p>	

Science	<p>Animals (including Humans) – The children will identify that animals including humans, need the right types and amount of nutrition and that they get nutrition from what they eat. Recognise that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p>Rocks – Children will investigate the difference between natural and man-made rocks. They will learn how igneous, sedimentary and metamorphic rocks form and they will be grouped according to their properties e.g. permeable; the fossilisation process will be explored.</p>	Religious Education	<p>Domestic Church – Homes</p> <p>Other Faiths – Judaism</p> <p>Baptism/Confirmation – Promises</p> <p>Advent/Christmas - Visitors</p> <p><i>For further details please refer to accompanying document 'Religious Education Autumn Term 2023 Come and See at Home'.</i></p>
Computing	<p>Computing systems and Networks – Connecting Computers – Children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs.</p> <p>Creating Media – Animation – Children will use a range of techniques to create a stop-frame animation using tablets.</p>	History	<p>Stone, Bronze and Iron Age: Children will be taught about changes in Britain from the Stone Age through to the Bronze Age and Iron Age. They will have to use sources/evidence to find answers to questions about the past. Pupils will be able to place key events and each period chronologically onto a timeline. They will be able to communicate history by using appropriate historical vocabulary e.g. hunter-gatherer. Children will need to think like historians to compare the changes within each period while considering the achievements, society, conflict, settlements and beliefs.</p>
Geography	<p>My Place in the World – Children will learn about the home nations that make up the UK including place features such as capitals, flags, landmarks and patron saints. Learners will find out about population, land use and weather. Children will have an understanding of how migration has shaped the UK population and how tourism benefits and negatively impacts upon the UK. Children will be familiar with using world maps, atlases, 8 pointed compass directions, interpreting digital mapping, choropleth maps and climate graphs.</p>		
Music	<p>Pupils will be introduced to the concept of rests during this unit exploring this through the following key themes: pulse, rhythm, melody, active listening and appraising, performance, singing and composition.</p> <p>Pulse - Pupils will be taught how to keep a steady pulse in a group and solo without musical accompaniment; demonstrate 4/4 and 3/4 using two different tempos.</p> <p>Rhythm - Pupils will recap crotchets, quavers, minims and will be introduced to the equivalent rests focusing on crotchet rests.</p> <p>Melody - Pupils will perform three notes from notation including simple rhythms and rests.</p> <p>Listening - Pupils will identify and describe musical features from different traditions (focusing on folk) and sing heard melodies.</p> <p>Performance - Pupils will use tuned percussion and the voice to perform three note melodies (C, E and G) and simple rhythms.</p> <p>Singing - Pupils will sing folk songs and will focus on rounds.</p> <p>Composition - Pupils create a basic 3 note tune using simple rhythms and crotchet, quavers, minims and crotchet rests.</p>	Physical Education	<p>Basketball -Explore how to apply the principles of attack vs defence, with a particular focus on passing and moving, dribbling and shooting. Pupils will learn how to keep possession and eventually score baskets in modified games.</p> <p>Running (Speed & Distance) – Children will do a variety of fun fitness activities to develop stamina and acceleration. This will include sprinting and running at an even pace.</p> <p>Gymnastics- Symmetry & Asymmetry – Children will explore symmetrical and asymmetrical movements and balances both individually and in pairs. They will apply their movements and balances onto apparatus before creating sequences and refining them for a final performance.</p> <p>Sportshall Athletics - Children will enjoy a variety of running, jumping and throwing activities where they will be encouraged to achieve personal best performances by the end of the unit.</p>
Art	<p>Drawing Pupils will develop their drawing skills by focusing on the use of line. They will use a range of materials that link to the exploration of line including mono-print, oil pastel printing and transfer technique. Pupils will use retrieval practice to refine their drawing skills and manipulation of line. They will consider composition - looking at overlaying or positioning of objects within artwork. They will also consider the</p>	Design Technology	<p>Cooking & Nutrition - Pupils will build on their knowledge of fruit from EYFS and Y1 in D&T and their knowledge of the world in geography by identifying fruits that grow in different climates and parts of the world. Building on their science understanding of plants pupils will investigate fruits from seeds. They learn about seasonality of fruits in the UK and make choices</p>

	<p>orientation and discuss the difference between landscape and portrait. Throughout the unit, pupils will develop a range of Art and Design techniques by looking at visual elements of shape, line and colour. They will look at a range of artists (Suggested artists- Michael Craig Martin, Julian Opie) focusing on their use of bold lines.</p>		<p>after tasting some fruits and seasoning. They learn to conduct some simple market research and make a crumble based on their family preferences.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Events</p>	<p><u>September</u></p> <p>25th- Y3 Visit to Palace Green Museum of Archaeology, Durham</p> <p>29th - District Cross Country (x10 Y3's)</p> <p><u>October</u></p> <p>20th – INSET Day</p> <p>23rd – 27th – Half Term</p> <p><u>November</u></p> <p>6th - 10th – Test Week</p> <p>28th – Parents’ Meetings</p> <p>29th – Parents’ Meetings</p> <p><u>December</u></p> <p>22nd – Break up for Christmas</p> <p>25th – 5th January – Christmas Holidays</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Information</p>	<p><u>Things we will need to support Teaching & Learning:</u></p> <ul style="list-style-type: none"> • Listen to your child read their book each week and discuss the books they have read with them (talk about the plot, characters and what they like / dislike about the books etc ...). Please ensure that reading books are brought back to school every day. Once your child has finished their book they need to do a quiz at school to check their understanding. • Practise spellings and mental arithmetic work sent home. Mental tests will be on a Thursday, while spelling tests will be on a Friday. • Complete weekly Maths homework (from one of these websites - My Maths, Times Tables Rockstars) and Literacy online homework (Spag.com, Spelling Shed) allocated each Friday within a week please. • Spelling lists will be given out each Friday and tests will be done in school in their spelling test book. The most productive way of revising is to use Spelling Shed. • Please keep logins for homework websites in a safe place. • Early support in Literacy and Numeracy will increase progress and eventually give your child the confidence, skills and enthusiasm to become an independent learner. <p>Remember to check the school website to see what the children have been doing in school. Let's make it an enjoyable and successful year working together in partnership.</p> <p style="text-align: right;">Thank you, Mr B. McVittie (Class Teacher)</p>