Year 3

Autumn term

2022- 2023

Dear parents,

The year 3 team has put together this pack which contains information on what we are covering in the autumn term. It provides in depth details on what your child will cover in the following subjects:

- ➢ English
- ➢ Maths
- ➢ Science
- ➢ World Studies

We hope that this will provide you with an accurate picture on what your children will be studying in the autumn term of this academic year.

Thank you

The Year 3 team

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Read Write and Inc. Literacy and Language

Unit 1

Overview of the unit:

The thought-provoking story Sand Wizards by Jon Blake is the stimulus in this unit for the reading and writing activities, exploring themes of friendship and feelings in a story with a familiar setting.

The Non-fiction week continues the setting link of the seaside with a focus on information texts about holidays and trips.

Where appropriate, the students will be encouraged to develop an awareness of audience and purpose in relation to the fiction and non-fiction tests they are reading and writing.

Fiction

Students will:

- Link the key theme of friendship in Sand Wizards to their own experiences.

- Identify particular words and techniques of Jon Blake uses to create a contrasting moods.

- Think about how the description of the setting in Sand Wizards reflects the characters'' feelings.

Writing:

To write two descriptions of a beach setting which show contrasting moods and feelings.

Non-fiction:

Students will:

- Notice key features of information texts (e.g. headings, subheadings, captions) and think how these make the texts clear and informative.

- Use mind maps and summarise information.

- Consider the difference between general information and specific information and think about why both can be useful.

- Notice how information is organised and experiment with ordering in different ways, e.g. alphabetically or by popularity.

Writing:

To write an entry for an A to Z travel guide that gives the reader clear, useful and interesting information.

Unit 2

Overview of the unit:

In weeks one and two of this unit students study a playscript, A Tune of Lies by Lou Kuenzler. In the reading week, the focus is on developing children's enjoyment of plays, exploring key themes. In the writing week, the students will become more familiar with the conventions of the script form, leading up to writing their own episodes.

The Non-fiction week continues the link of music with a focus on instruction texts about making musical instruments.

Where appropriate, the students will be encouraged to develop an awareness of audience and purpose in relation to the fiction and non-fiction texts they are reading and writing.

Fiction

Students will:

- Connect and explore the central themes and ideas of friendship and lying in A Tune of Lies by making connections with other texts and their own experience.
- Recognise and understand the features of a playscript.
- Explore how characters change and develop throughout the play.

Writing:

To write a new ending to the play, including some new ideas for action, stage directions and dialogue.

Non-fiction:

Students will:

- consider why people need and use instructions.
- Notice how instructions are organised to make them easy to follow.
- Evaluate instructions against a set of criteria.

Writing:

To write clear instructions about how to make a bottle band.

Year 3 - English

Spoken language

Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers

- ask relevant questions to extend their understanding and knowledge

- use relevant strategies to build their vocabulary

- articulate and justify answers, arguments and opinions

- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

- speak audibly and fluently with an increasing command of Standard English

- participate in discussions, presentations, performances, role play, improvisations and debates

- gain, maintain and monitor the interest of the listener(s)

- consider and evaluate different viewpoints, attending to and building on the contributions of others

Reading – word reading

Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet

- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading – comprehension

develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories and retelling some of these orally
- identifying themes and conventions in a wide range of books

➢ understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- predicting what might happen from details stated and implied
- retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing – handwriting and presentation

Statutory requirements

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Writing – transcription

Statutory requirements

Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them

- spell words that are often misspelt

- use the first two or three letters of a word to check its spelling in a dictionary

- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - learning the grammar for years 3 and 4 in English Appendix 2

- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech

- use and understand the grammatical terminology in English accurately and appropriately when discussing their writing and reading.

Writing – composition

Statutory requirements

Pupils should be taught to:

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Maths in the Autumn term

Maths in the autumn term children will expand their knowledge by teaching them various ways to calculate and solve problems. This autumn term, the following topics will be taught:

- Place value
- Comparing numbers
- Knowing the number facts to 20.
- Adding and subtracting three digits from 2 git numbers mentally.
- Time
- 3D shape
- Halving and doubling
- Understanding fractions
- Multiplication by 2,3,4 and 5
- Division and finding remainders.

These are all new topics that the children will be learning and they will have to use their prior knowledge of topics covered this term as a basis to their learning. The following is a copy of the midterm plan that includes a detailed breakdown of the subjects covered in the autumn. The plan provides topics week by week so that you are aware of what is being covered on a weekly basis from the start of the autumn term until the end of the autumn term.

Wk	Weekly Summary	Strands	Objectives
1	Use multiple of 5 and 10 bonds to 100 to solve additions and subtractions; add and subtract 1-digit numbers to and from 2-digit numbers	Mental addition and subtraction (MAS)	**MAS.15** Use number facts to 10 to solve problems including word problems **MAS.18** Add several 1-digit numbers **MAS.34** Know the multiple of 10 bonds to 100 and use to derive the multiple of 5 bonds to 100 **MAS.26** Add and subtract 9 and 11 to and from 2-digit numbers **MAS.23** Add 1-digit to 2-digit numbers, bridging 10 and using known facts **MAS.24** Subtract 1-digit from 2-digit numbers, bridging 10 and using known facts
		Problem solving, reasoning and algebra (PRA)	**PRA.39** Use number bonds to begin to predict answers to additions and subtractions
2	Compare and order 2- and 3- digit numbers; count on and back in 10s and 1s; add and subtract 2-digit numbers; solve problems using place value	Number and place value (NPV)	**NPV.19** Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions **NPV.33** Understand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line and solving place value additions and subtractions **NPV.34** Order and compare 3-digit numbers and say a number between
		Mental addition and subtraction (MAS)	**MAS.25** Add and subtract multiples of 10 to and from a 2-digit number **MAS.26** Add and subtract 9 and 11 to and from 2-digit numbers **MAS.32** Add and subtract near multiples of 10 to and from 2-digit numbers **MAS.28** Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back **MAS.30** Add pairs of 2-digit numbers using partitioning (totals < 100)
		Problem solving, reasoning and algebra (PRA)	**PRA.40** Solve number and practical problems using place value **PRA.50** Solve problems involving more complex addition and subtraction, including missing number problems **PRA.42** Work systematically, using logical reasoning and deduction
3	Know multiplication and division facts for the 5, 10, 2, 4 and 3 times-tables; doubling and halving	Mental multiplication and division (MMD)	**MMD.20** Recall multiplication and division facts for the ×10 table **MMD.27** Count in 5s and recall multiplication and division facts for the ×5 table **MMD.26** Count in 2s and recall multiplication and division facts for the ×2 table **MMD.33** Count on and back in 4s **MMD.34** Recall multiplication and division facts for the ×4 table **MMD.30** Recall multiplication and division facts for the ×3 table **MMD.21** Double numbers to 20, including partitioning teen numbers, and find related halves

			MMD.36 Double and halve numbers to 100, including partitioning 2-digit numbers
		Problem solving, reasoning and algebra (PRA)	**PRA.43** Apply reasoning skills to problems
4	Know and understand the calendar, including days, weeks, months, years; tell the time to the nearest 5 minutes on analogue and digital clocks; know the properties of 3D shapes	Problem solving, reasoning and algebra (PRA)	**PRA.41** Try different approaches and find ways of overcoming difficulties
		Measurement (MEA)	**MEA.49** Know the number of seconds in a minute, minutes in an hour, hours in a day and days in a week
			MEA.50 Know the number of days in each month, and days in a year and leap year
			MEA.28 Tell the time to the nearest quarter of an hour using digital and analogue clocks
			MEA.40 Tell the time to the nearest five minutes using digital and analogue clocks
		Geometry: properties of shapes (GPS)	**GPS.33** Sort and categorise 3D shapes according to the number of faces, vertices and edges
			GPS.34 Name and describe 3D shapes using the terms: faces, edges and vertices
			GPS.29 Begin to identify edges, vertices, faces on cones, pyramids, triangular prisms, cubes, cuboids
			GPS.39 Recognise and identify 3D shapes in different orientations
			GPS.46 Describe 3D shapes using mathematical language with accuracy
5	Comparing, ordering and understanding place value of 2- and 3-digit numbers; subtracting from 2- and 3-digit numbers; using prediction to estimate calculations	Number and place value (NPV)	**NPV.19** Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions
			NPV.33 Understand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line and solving place value additions and subtractions
			NPV.34 Order and compare 3-digit numbers and say a number between
			NPV.36 Round 3-digit numbers up or down to the nearest 100 and 10
		Mental addition and subtraction (MAS)	**MAS.24** Subtract 1-digit from 2-digit numbers, bridging 10 and using known facts
			MAS.20 Add or subtract 10 from 2-digit numbers
			MAS.33 Subtract 2-digit from 2-digit numbers by counting up
		Problem solving, reasoning and algebra (PRA)	**PRA.43** Apply reasoning skills to problems
			PRA.45 Begin to make generalisations

7		Doubling and halving numbers up to 100 using partitioning; understanding fractions and fractions of numbers	Mental multiplication and division (MMD)	**MMD.36** Double and halve numbers to 100, including partitioning 2-digit numbers
			Fractions, ratio and proportion (FRP)	**FRP.35** Compare fractions using number lines and fraction strips **FRP.25** Use fraction strips to find fractions of amounts **FRP.13** Understand that a fraction is an equal part of a whole; 1/2s and 1/4s of lengths and numbers **FRP.23** Understand the concept of a unit fraction; 1/2, 1/3, 1/4, 1/8 **FRP.26** Find unit fractions of small numbers
			Problem solving, reasoning and algebra (PRA)	**PRA.44** Spot patterns and relationships and make predictions
8		Use money to add and subtract and record using the correct notation and place value; add and subtract 2-digit numbers using partitioning; add three 2-digit numbers by partitioning and recombining.	Measurement (MEA)	**MEA.22** Recognise and know the value of 1p, 2p, 5p, 10p, 20p, 50p and £1 coins **MEA.33** Combine amounts to make particular values; match different combinations of coins to make equal amounts of money **MEA.38** Recognise and use symbols for pounds and pence. Record amounts using £.p notation **MEA.34** Add and subtract money of the same unit; solving money problems in a practical context
			Problem solving, reasoning and algebra (PRA)	**PRA.40** Solve number and practical problems using place value
			Mental addition and subtraction (MAS)	**MAS.36** Know number bonds to 100 **MAS.30** Add pairs of 2-digit numbers using partitioning (totals < 100)
9		Choose an appropriate instrument to measure a length and use a ruler to estimate, measure and draw to the nearest centimetre; know 1 litre = 1000 ml; estimate and measure capacity in millilitres	Measurement (MEA)	**MEA.29** Choose and use appropriate standard units to measure lengths and heights in any direction **MEA.37** Read relevant scales to the nearest numbered unit **MEA.44** Measure, compare, add and subtract capacities or volumes using l/ml
10		Place 2- and 3-digit numbers on a number line; round 3-digit numbers to nearest 100; use counting up to do mental	Number and place value (NPV)	**NPV.19** Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions **NPV.33** Understand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line and solving place value additions and subtractions

		subtractions with answers between 10 and 20, 10 and 30, and either side of 100		**NPV.34** Order and compare 3-digit numbers and say a number between **NPV.36** Round 3-digit numbers up or down to the nearest 100 and 10
			Mental addition and subtraction (MAS)	**MAS.33** Subtract 2-digit from 2-digit numbers by counting up **MAS.37** Subtract by counting up from a 2-digit to a 3-digit number < 200
			Problem solving, reasoning and algebra (PRA)	**PRA.44** Spot patterns and relationships and make predictions
11		Revise times-tables learned and derive division facts; perform division with remainders; choose a mental strategy to solve additions and subtractions; solve word problems	Mental multiplication and division (MMD)	**MMD.54** Securely memorise all multiplication and division facts **MMD.38** Learn to divide with remainders
			Problem solving, reasoning and algebra (PRA)	**PRA.44** Spot patterns and relationships and make predictions
			Mental addition and subtraction (MAS)	**MAS.28** Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back **MAS.30** Add pairs of 2-digit numbers using partitioning (totals < 100) **MAS.32** Add and subtract near multiples of 10 to and from 2-digit numbers **MAS.33** Subtract 2-digit from 2-digit numbers by counting up

Year 3 - Maths

Number – number and place value

Statutory requirements

Pupils should be taught to:

- 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)

- compare and order numbers up to 1000

- identify, represent and estimate numbers using different representations

- read and write numbers up to 1000 in numerals and in words

- solve number problems and practical problems involving these ideas.

Number – addition and subtraction

Statutory requirements

Pupils should be taught to:

- add and subtract numbers mentally, including:
    - a three-digit number and ones
    - a three-digit number and tens
- solve problems, including missing number problems, using number facts, place value,

Number – multiplication and division

Statutory requirements

Pupils should be taught to:

- recall and use multiplication and division facts for the 3 and 4 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know,
- Solve problems, including missing number problems, involving multiplication and division.

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Geometry – properties of shapes

Statutory requirements

Pupils should be taught to:

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Measurement

Statutory requirements

Pupils should be taught to:

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

- measure the perimeter of simple 2-D shapes

- add and subtract amounts of money to give change, using both £ and p in practical contexts

- estimate and read time with increasing accuracy to the nearest minute;

- know the number of seconds in a minute and the number of days in each month, year and leap year

Number – fractions

Statutory requirements

Pupils should be taught to:
- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- 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
- recognise and show, using diagrams, equivalent fractions with small denominators
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

Science in Autumn term

By the end of this first term, children will have covered two science topics from the national curriculum. It aims to ensure that all pupils:

- Develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics

- Develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them

- Are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

Plants: The objectives of this topic are to:

- Identify and describe the functions of the different parts of flowering plants-roots, stems, leaves and flowers.
- Investigate how water is transported within plants.
- Set up simple practical enquiries.
- Explore exactly what plants need to live and grow, and how these requirements vary from plant to plant.
- Ask relevant questions and use different types of scientific inquiry to answer them.
- Explore the important role that flowers play in the cycles of plants, from pollination to seed spreading.
- Record the finding using drawings and labelled diagrams.

➢ **Rocks**: The children will learn about how to differentiate rocks according to its texture, hardness, colour and permeability. They will carry out some tests to compare rocks and learn about the three different types of rocks e.g. metamorphic, igneous and sedimentary rocks. The pupils will also recognise that soil comes from rock and know how fossil are formed.

Year 3 – Science

Plants

Statutory requirements
Pupils should be taught to: • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

Statutory requirements

- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Rocks

Statutory requirements

Pupils should be taught to:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

- describe in simple terms how fossils are formed when things that have lived are trapped within rock

- Recognise that soils are made from rocks and organic matter.

World Studies in Autumn term

History: Hunter Gatherers (Stone Age)

The objectives of this topic are to:

- Discuss how people lived long ago.

- Explore how people first began farming.

- Discuss similarities and differences between life in the past and life now.

- Explain how we use evidence to find out about Stone Age people.

- Establish the Stone Age chronologically in a timeframe.

- Examine parts of life in the Stone Age including some materials available, foods eaten and social groups.

- Examine ways in which Stone Age people sought food and shelter.

- Consider historical evidence of life in the Stone Age.

- Begin to develop skills of deduction in considering what artefacts can reveal about life in the past.

- Begin to develop the idea of change within time periods.
- Begin to understand the significance of the change from predominantly nomadic, hunter gatherer lifestyle to living in settled communities.

Geography: Life in the village and the view from my window

The objectives of this topic are to:

- Examine scales used in maps and the symbols used to indicate the various features.
- Introduce the concept of a village as an example of a small settlement.
- Explain that a city, town and village differ not only in size but also in the buildings and employment opportunities they have.
- Introduce some simple geographical ideas about a small village in Jordan.
- Revise the meaning of the word 'environment' and to understand the importance of plants in our lives.
- Examine some of the ways in which we use land for buildings, food production and leisure.
- Introduce students to some of the effects of the growing human population on the environment and on plant and animal species.
- Explain that Earth's axis is tilted and it is this tilt that produces the higher temperatures of summer and the lower temperatures of winter.
- Choose one season and investigate how it affects people, transport, plants, animals and the land or soil.