**Maths**

**Place Value, Addition and Subtraction, Multiplication and Division**

We will continue to use White Rose Maths to support our maths teaching in year 3. The children will focus on addition and subtraction of 2 and 3-digit numbers; crossing 10 and 100, using formal written methods. They will estimate answers to check calculations and use a range of resources available to them to support their learning. They will then focus on multiplication and division; using arrays, grouping and sharing. Challenges will be set accordingly.

We want the children to be able to explain their reasoning so using appropriate mathematical vocabulary will become a clear focus within the classroom. Homework will be given to support the key skills being taught in school. TTRockstars will be used both at home and in school to enhance their times tables recall. This will assessed three times a week. during TTRockstars sessions – against the clock.

**Our Curriculum**

**Clouds to Coast**

**Autumn Term 2: Year 3**

 

**English**

**Class novel:**

The Boy in the Dress – David Walliams

**Key texts:**

The pebble in my pocket – Meredith Hooper

**Key Skills**

* To explore an information book in depth
* To explore themes and issues, and develop and sustain ideas through discussion.
* To use creative responses to the text through drama, storytelling and artwork
* To develop creative responses to the text
* To write with confidence for real purposes and audiences

Children will receive additional personal writing targets, to focus on individual areas for development.

In addition, they will be receiving weekly guided reading, handwriting, comprehension and spelling practise.

**Science**

**Materials - Rocks**

#### In Science Year 3 will cover the topic of “Rocks.” They will compare and group different kinds of rocks based on appearance and physical properties. The children will also be looking at how fossils are formed when things that have lived are trapped within a rock and recognising that soils are made from rock and organic matter.

#### **Key Skills**

* asking relevant questions and using different types of scientific enquiries to answer them
* making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment
* using results to draw simple conclusions, make predictions for new values
* identifying differences, similarities or changes related to simple scientific ideas and processes
* recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

**RE**

**Incarnation – God – What is the trinity?**

Pupils will discuss the difference between a gospel and a letter. They will offer suggestions and give examples of what some texts might mean to Christians today; for example, Baptism and Trinity. We will describe how Christians show their beliefs about God the Trinity, in worship and in the way they live. We will also make links between some Bible texts studied and the idea of God in Christianity.

**Key Skills**

* Make simple links between stories, teachings and concepts studied and how people live, individually and in communities
* Give good reasons for the views they have and the connections they make.
* Talk about what they have learned

**How you can help**

* Read at home with your child and record in their reading records – both books from school and home.
* ebooks available [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)
* Encourage children to log onto <https://ttrockstars.com/>
* Create opportunities to make links to our ‘Clouds to coast’ topic (see optional homework)

[www.corbridgefirst.northumberland.sch.uk](http://www.corbridgefirst.northumberland.sch.uk)

Twitter - @CorbridgeFirst

**Art and Design**

**Key artist: Margaret Godfrey**

Children will create a collage, inspired by the art work of Margaret Godfrey. They will discuss and respond to Margaret Godfrey’s art work, practise a variety of techniques and use this knowledge to design and create a collage of a volcano.

**Key Skills -** Collage

* Select colour and materials for effect, giving reasons for their choices
* Learn and practise a variety of techniques; overlapping/montage
* To work towards an intended outcome, across a number of weeks
* To explore creating collage with a variety of media
* To sort and arrange materials with purpose, to create effect

**Geography**

This unit on Water introduces children to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.

**Key Skills**

Describe and understand key aspects of the water cycle in the context of:

* learning about the changing states of matter
* explaining the water cycle
* learning about clouds and rain
* learning about the water treating process
* learning about flooding
* learning about water pollution

**P.E.**

The children will now have 2 PE lessons each week. PE kit MUST be in school for the whole half term and be **suitable for outdoor sessions**. No jewellery must be worn on PE days which are Tuesday and Wednesday.

Tuesday’s session will be delivered by Mr Thompson and will mainly take place outdoors. Please ensure your child’s PE kit is appropriate for this. Our focus will be invasion games. The key skills will include teamwork, target skills, speed and agility, maintaining possession, scoring and defending.

The Children have a weekly swimming lesson. They will need their swimming kit in school every Wednesday.

**Music**

This half term the children's learning will continue to be focused around a song called 'Let Your Spirit Fly'. The children will be listening to and appraising this song and other related songs. They will be carrying out warm up games such as finding the pulse or copying the rhythm and musical activities, allowing them to play instruments alongside the song.

We will also be listening to a range of music both in class and during worship, understanding how different pieces of music can affect our emotions. Along with this we will be singing in class and learning Christmas songs.

**PSHE**

**What keeps us safe?**

This half term children will learn:

* How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe.
* How to help keep their body protected and safe
* That their body belongs to them and should not be hurt or touched without their permission
* How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)
* How everyday health and hygiene rules and routines help people stay safe and healthy
* How to react and respond if there is an accident and how to deal with minor injuries

Other PSHE opportunities:

• Special Person

• Classroom buddies

• Environmental links through global goal keepers

**Computing**

The children will work in small groups either in the classroom or in the computer suite on the I-pads to access TTRockstars at least once a week.

In computing lessons, children will be reinforcing their understanding of directional language and programming. They will be learning to explain the meaning of algorithms and the importance of order and accuracy. The children will be using Beebots and various related programmes and apps to help support their learning.

In addition, we will be looking at the schools E-safety acceptable use policy, learning and discussing how to protect our personal information and about how to make good online choices.

School360 continues to be used in school.