



Following a text based learning approach

Spelling and Handwriting

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

Composition

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)

Vocabulary. Grammar and Punctuation

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

Topic link – Stone Age

Texts

- Stone Age Boy by Satoshi Kitamura
- How to Wash a Woolly Mammoth by Michelle Robinson
- Stig of the Dump by Clive King
- Ug by Raymond Briggs
- I was born in the Stone Age by Michael Rosen (poetry)

Writing Opportunities

Narrative (own version of the story), postcards, diary entries, letters, SPAG links, non-fiction, class debate, Instructions, Diary entries, letters, newspaper articles, wanted posters, play scripts.

Following the White Rose Maths Scheme of Work- Autumn Term Small Steps

Place Value

Represent numbers to 100
 Partition numbers to 100
 Number line to 100
 Hundreds
 Represent numbers to 1,000
 Partition numbers to 1,000
 Flexible partitioning of numbers to 1,000 Hundreds, tens and ones
 Find 1, 10 or 100 more or less
 Number line to 1,000
 Estimate on a number line to 1,000
 Compare numbers to 1,000
 Order numbers to 1,000
 Count in 50s

Addition & Subtraction

Apply number bonds within 10
 Add and subtract 1s
 Add and subtract 10s
 Add and subtract 100s
 Spot the pattern
 Add 1s across a 10
 Add 10s across a 100
 Subtract 1s across a 10
 Subtract 10s across a 100
 Make connections
 Add two numbers (no exchange)
 Subtract two numbers (no exchange)
 Add two numbers (across a 10)
 Add two numbers (across a 100)
 Subtract two numbers (across a 10)
 Subtract two numbers (across a 100)
 Add 2-digit and 3-digit numbers
 Subtract a 2-digit number from a 3-digit number
 Complements to 100
 Estimate answers
 Inverse operations
 Make decisions

Multiplication & Division

Multiplication – equal groups
 Use arrays
 Multiples of 2
 Multiples of 5 and 10
 Sharing and grouping
 Multiply by 3
 Divide by 3
 The 3 times-table
 Multiply by 4
 Divide by 4
 The 4 times-table
 Multiply by 8
 Divide by 8
 The 8 times-table
 The 2, 4 and 8 times-tables

SCIENCE	<p>Following the Kapow scheme of work</p> <p>Animals Including Humans Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>Forces & Magnets Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare how things move on different surfaces • notice 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 together a variety of everyday 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, depending on which poles are facing. 	COMPUTING	<p>Following the Teach Computing Scheme of work</p> <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>
GEOGRAPHY	<p>Following the Odizzi scheme of work</p> <p>Climate Zones</p> <ul style="list-style-type: none"> • identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle • describe and understand key aspects of: physical geography, including: climate zones - identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle • describe and understand key aspects of: physical geography, including: climate zones • describe and understand key aspects of: physical geography, including: climate zones • describe and understand key aspects of: physical geography, including: climate zones • identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle - describe and understand key aspects of: physical geography, including: climate zones 	HISTORY	<p>Following the History Rocks scheme of work – Glenn Carter – LEA Advisor</p> <p>Changes in Britain from the Stone Age to the Iron Age KQ1: What is an 'age' and when did the earliest humans exist? KQ2: What were the ages of Prehistoric Britain and when did they happen? KQ3: Why was the Neolithic Revolution so important? KQ4: What were some of the major achievements of each age? KQ5: How did society change in Britain from the Stone Age to the Iron Age? KQ6: How did housing change in Britain from the Stone Age to the Iron Age? KQ7: How did settlements and beliefs change from the Stone Age to the Iron Age? KQ8: What evidence do we have of changes from the Stone Age to the Iron Age? KQ9: To identify major changes in Britain from the Stone Age to the Iron Age</p>

Following the **Charanga** scheme of work

Let Your Spirit Fly- Learn to Sing

Theme: RnB and other musical styles.

Instruments needed: Glocks and/or recorders, or any instrument the children are learning to play. Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

Vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody.

Outcome: Most children should know the difference between pulse and rhythm

Glockenspiel- Stage 1

Theme: Exploring and developing playing skills using the glockenspiel.

Vocabulary: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody.

Outcome: Most children should know the difference between pulse and rhythm.

Following the **Getset4pe** scheme of work

Fundamentals:

In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to speed up and slow down. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

Learning Outcomes

To develop balance and apply it to other fundamental movement skills.

To understand how the body moves differently at different speeds.

To develop technique when changing speed.

To develop agility using a change of speed and direction.

To develop technique and control when jumping, hopping and landing.

To apply fundamental skills to a variety of games.

Ball skills:

In this unit pupils have opportunities to develop a variety of ball skills. They will develop tracking a ball when dribbling with hands, feet, throwing and catching and kicking. They will learn to select the appropriate skill for the situation. These skills are applied to small group games. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Learning Outcomes

To develop dribbling skills with hands and feet.

To develop tracking and catching skills.

To develop tracking and throwing skills.

To develop tracking and kicking skills.

To track a ball that is not sent directly to me.

To apply sending and receiving skills in games.

Gymnastics:

In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.

This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.

Following the Kapow scheme of work**Drawing: Growing Artists**

- Know the difference between organic and geometric shapes.
- Use simple shapes to form the basis of a detailed drawing.
- Use shading to demonstrate a sense of light and dark in their work.
- Shade with a reasonable degree of accuracy and skill.
- Blend tones smoothly and follow the four shading rules.
- Collect a varied range of textures using frottage.
- Use tools competently, being willing to experiment.
- Generate ideas mostly independently and make decisions to compose an interesting frottage image.
- Make considered cuts and tears to create their ideas.
- Understand how to apply tone, with some guidance about where to use it.
- Draw a framed selection of an image onto a large scale with some guidance.
- Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.

Following the Kapow scheme of work**Mechanical Systems: Pneumatic toys**

- Draw accurate diagrams with correct labels, arrows and explanations.
- Correctly identify definitions for key terms.
- Identify five appropriate design criteria.
- Communicate two ideas using thumbnail sketches.
- Communicate and develop one idea using an exploded diagram.
- Select appropriate equipment and materials to build a working pneumatic system.
- Assemble their pneumatic system within the housing to create the desired motion.
- Create a finished pneumatic toy that fulfills the design brief.

Following the **Kapow** scheme of work

Y3- Family & Relationships

- Understand that families are all different.
- Know that families offer each other support but sometimes they can experience problems.
- Understand that problems occur in friendships and that violence is never right.
- Understand what bullying is and what to do if it happens.
- Describe what a good listener is and know how to show that they are listening.
- Say who they trust and why.
- Understand that people can have similarities and differences and explain how differences can be a positive thing.
- Understand how toys can reinforce gender stereotypes.
- Understand that stereotypes arise from a range of factors, including some of those associated with age.

Y3- Health & Wellbeing

- Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day.
- Work in pairs so that one person can do a stretch while the other draws a stick figure to show the pose.
- Understand the different aspects of my identity.
- Identify their own strengths and that they can help other people.
- Describe how they would break a problem down into small, achievable goals.
- Understand the benefits of healthy eating and dental health.

Following the **Agreed RE Syllabus for South Tyneside**

How do Hindu's worship?

In this unit pupils will learn about worship at home and in the mandir. Where possible, pupils should be given the opportunity to visit a local mandir or meet a member of a local Hindu community. They will also learn about how and why Hindus celebrate a religious festival (Divali) as a community.

- What does a Hindu shrine look like?
- How does a Hindu family perform puja?
- How can we use our senses to describe the mandir?
- What happens in a mandir?
- Does good defeat evil?
- Who are Rama and Sita?
- Why do Hindus have divas?
- How else do Hindus celebrate Divali?
- So, how do Hindus worship?

How and why is Advent important to Christians?

In this unit children will learn about the period of preparation before Christmas and how Christians use this period of time. They will explore some of the language and symbolism connected with Advent. They will consider how they prepare for Christmas.

- What is Advent?
- Why is Isaiah read during Advent?
- What would be in a Christian Advent calendar?

TERM DATES

Term	Open morning of	Close afternoon of
Autumn Term	Mon 02 Sep 2024	Fri 25 Oct 2024
	Mon 04 Nov 2024	Fri 20 Dec 2024
Spring Term	Mon 06 Jan 2025	Fri 21 Feb 2025
	Mon 03 Mar 2025	Fri 11 Apr 2025
Summer Term	Mon 28 Apr 2025	Fri 23 May 2025
	Mon 02 Jun 2025	Fri 18 Jul 2025

All dates may be subject to change, please check with the school. In-Service days to be confirmed.

FRENCH

Following the **Agreed French Syllabus for South Tyneside/ National Curriculum**

Year 3 Unit 1

'Je Parle Français!'
The pencil case
Determiners

Unit 2

'Je me présente'
Personal info
Weather
Alphabet

Unit 3

'La Famille'
Describing family members

KEY INFORMATION

Things we will need to support Teaching & Learning:

- 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 using TT Rockstars and DoodleMaths/ English. There will be a weekly spelling test.
- 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.

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.

Thank you for your continued support.

Miss Georgeson

PE- Children will need PE kits on a **Tuesday**.

Reading books and homework will be given out on a **Wednesday** to be returned no later than the following **Tuesday**.