



## Year 3 Curriculum Autumn Term 2 2021

We thought you would find it useful to have a clear idea about the skills and vocabulary your child will be learning this term. The information below is, of course, only a starting point, and they will learn much more than we have written down!

### Key Learning: English and maths

Reading	Writing	Maths
Read books that are structured in different ways and read for a range of purposes. Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, structure and presentation contribute to meaning. Check that the text makes sense, discussing their understanding and explaining the meaning of words in context.	Extend the range of sentences with more than one clause by using a wider range of conjunctions. Plan writing by discussing writing similar to their own, in order to understand and learn from its structure, vocabulary and grammar Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence constructions. In non-narrative writing, use simple organisational devices. Evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements.	<b>Addition and Subtraction:</b> Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.  <b>Multiplication and Division</b> Count from 0 in multiples of 4, 8, 50 and 100. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental methods and progressing to formal written methods.

### Spellings

Teachers teach a range of spelling strategies to the children during the term. Children will be challenged by spellings at their level and the teachers teach the spelling and the meanings of the year 3 and 4 statutory word list. Teachers will use a range of methods to assess whether the words can be spelt, and they can be used in the correct context. Children will not have word lists sent home to be learnt for a test unless this is part of a individual plan linked to the needs of that child.



### Whole Class Guided Reading

Planet Omar  
Stone Age Boy  
The Pebble in my Pocket  
The Bare Necessities (Jungle Book)  
Gran can you rap? (Essential fiction stage 1)  
About skateboarding (Essential non-fiction stage 1)

## Autumn Term 2 Key Vocabulary and Skills

This is a brief overview of some of the vocabulary the children will learn this half term. It is the minimum we expect all of the children to know and understand well by the end of this half term.

### Art – Drawing – linked to Stone Age/Bronze Age Topic

Vocabulary	Skills
<b>stripes</b> - narrow band of a different colour <b>symmetrical</b> - A balance of parts on opposite sides of a midline <b>spiral</b> - a plane curve generated by a point moving around a fixed point while constantly receding from or approaching it <b>zig-zag</b> - a line or a pattern that looks like a z shape. <b>jagged</b> - having ragged notches, points, or teeth	Use sketchbooks to record observations and use them to review and revisit Develop control and range of materials to make marks with a wide range of drawing implements including charcoal and oil pastels. Learn about a great designer.

### History – Stone Age/Bronze Age

Vocabulary	Skills
<b>Trade</b> <b>Barter</b> – exchanging goods, rather than selling them for money <b>Surplus</b> – more than needed <b>Subsistence</b> – just having enough food or money to stay alive <b>Raw materials</b> – material still in its natural or original state	Note connections, contrasts and trends over time and develop the use of historical terms  Construct informed responses that involve thoughtful selection and organisation of relevant historical information



<p><b>How societies are governed and ruled</b></p> <p><b>Nomad</b> – a member of a group who travel from one place to another</p> <p><b>Hunter-gatherer</b> – hunted for food rather than farming it</p> <p><b>Clans</b> – groups where families are related to each other</p> <p><b>Oral tradition</b> – components of a culture that are transmitted orally through a generation</p>	
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#### PE Football

Vocabulary	Skills
<p><b>Advantage</b> – a rule may have been broken, but the referee continues playing because the team has the ball.</p> <p><b>Final Whistle</b> – a whistle that is blown to show the end of the game.</p> <p><b>Goal</b> – when the ball crosses the goal line.</p> <p><b>Half time</b> – a break for the players between the two halves.</p> <p><b>Throw In</b> – a player uses their hands to get the ball back in play after it has gone off of the pitch.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Uses skills with co-ordination and control.</p>

#### Science - Rocks

Vocabulary	Skills
<p><b>Sedimentary</b> - Sedimentary rocks like sandstone or chalk are formed over millions of years when sediments (tiny pieces of rocks and organic matter) are pressed together.</p> <p><b>Metamorphic</b> - Metamorphic rocks like slate or marble are formed when other kinds of rock (igneous or sedimentary) are changed due to heat or pressure.</p> <p><b>Igneous</b> - Igneous rock is one of the three kinds of rock present on Earth. It is formed when magma or lava from volcanoes cools; basalt and granite are both igneous rocks.</p> <p><b>Fossil</b> – the hard remains of a prehistoric animal or plant found inside a rock</p> <p><b>Soil</b> – the substance on the surface of the earth in which plants grow</p> <p><b>Magma</b> – molten rock that is formed in very hot conditions inside the earth</p> <p><b>Lava</b> – a very hot liquid rock that comes out of a volcano</p>	<p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>



### **RSHE (Relationships Sex and Health Education), 1 Decision and No Outsiders**

This half term the children will be using our 1 Decision programme to learn about friendships, bullying, body language and touch

### **Home Learning**

We would like the children to focus on reading and maths as part of their home learning this year. They should be reading as often as possible, but at least 3 times a week. This should be independent, shared with an adult or being read to by an adult. Usually, they will be reading their Accelerated Reader book, which they can then quiz on in school, but it may also be reading magazines, comics, instructions or online items.

In maths the children will be expected to complete the online learning set by their teacher. For this half term this will be continuing with NumBots, which the children have been using in class. They should spend 20-30 minutes on this each week.

If you are having problems with any online learning, including access, please contact your child's teacher.