



*To love and serve as
Jesus shows us*

St Vincent's Catholic Primary School

Curriculum Newsletter: Autumn Term (first half term)

Year 3

**Class Teacher: Mrs Long/
Mrs Pinto-Edwards**

2018 – 2019

English

Text: Stone Age Boy

Writing outcomes: To plan using features of the given form. To plan, draft and orally rehearse writing, including selecting vocabulary and phrases to interest the reader. To demonstrate some awareness of purpose through selection of relevant content.

Grammar outcomes: To use adverbs to express time, place and cause (then, next, soon, finally, here, there, therefore). To use prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of him). To sequence ideas or events and use adverbs and prepositions. Add expanded noun phrases to add description and detail.

Spelling outcomes: Focus: review of Year 2 suffixes (-ed, -ing, -er and -est) review of Year 2 suffixes (-ness, -ment, -ful, -less): words from the Year 3/4 word list.

Focus: the /i/ sound spelled with a 'y'. Focus: the /u/ sound spelled 'ou'.

Focus: Words from children's own writing

Come and See (RE)

Topics :Domestic Church –FAMILY The joys and sorrows of being a family at home – Explore God's vision for every family – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond Judaism- Explore the Synagogue, the Torah and the role of a rabbi

Baptism/Confirmation-Belongings Promises: The meaning of the commitment and promises made at Baptism-Explore Belonging to a group involves promises and rules- Reveal the meaning of the promises made at Baptism.

Spanish

Learning outcomes:

To greet and say goodbye to another person appropriately.

To say what their name is.

To ask someone else's name.

How people meet and greet in Spain compared to the UK.

To say how they feel when asked.

To ask someone else how they feel.

Maths

Number – Place Value

Identify, represent and estimate numbers using different representations.

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, and ones).

Compare and order numbers up to 1000

Read and write numbers up to 1000 in numerals and in words.

Solve number problems and practical problems involving these ideas.

Count from 0 in multiples of 4, 8, 50 and 100

Number – Addition and Subtraction

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.

Science

Topic: Rocks and Soils

Learning outcomes: To explore different kinds of rocks and their properties and test rocks. To explore different types of rock families. To recognise that soil comes from rock. To find out how fossils are formed. To collect and record data from observations and tests. To set up and carry out simple practical activities and fair tests. To classify and use a key. To use results to draw conclusions and suggest improvements or new questions.

Music

Learning outcomes: 'Let your Spirit Fly'

To find a pulse in the song. After listening to a song to talk about it and answer questions using correct musical language. To say what you like about a song. To talk about the style of the music. To discuss information about a song. Who wrote and sang the song. To discuss the amounts of instruments in a song and whether they can be named .To recognise the tempo: is it fast or slow? To recognise the dynamics: Is the music loud, quiet? Is it the same throughout or does it vary?

Computing

Topic: We are programmers

Learning outcomes: Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. • Use sequence ... in programs; work with variables and various forms of input and output. • Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software ... to design and create ... content that accomplishes given goals, including ... presenting ... information.

History

Topic: Stone Age to Iron Age

Learning outcomes: To introduce the definition and time scale of human prehistory. To find out about early humans and the Palaeolithic period. To find out about people who lived in the Mesolithic period. To find out how people lived in the Neolithic period. To find out about how people lived in the Bronze Age and the Iron Age.

PE

Learning outcomes:

REAL PE PERSONAL SKILLS. To cope well and react positively when things become difficult. To persevere with a task and to improve my performance through regular practice. To know where I am with my learning and begin to challenge myself. To try several times if I don't succeed and ask for help when appropriate.

Invasion Games: To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. To apply the basic principles of invasion games. To develop flexibility, strength, technique, control and balance. To move with the ball. To use a range of techniques to pass the ball. To understand the basic principles of defending and attacking in invasion games

Art

Topic: Investigating Patterns

Learning outcomes: To explore patterns and artists who use patterns. To be able to create patterns using rotation, symmetry and reflection. To be able to create a pattern using stencils. To be able to use printing to create a pattern. To be able to design a pattern for a particular purpose.

