

MATHS

In maths the children will revise and build on their knowledge of number and place value: what each digit in a number represents and looking for patterns when ordering or sequencing numbers.

Continuing to build on previous learning, they will add and subtract, multiply and divide with three digit numbers and apply this to their problem solving.

Later in the term, the children study statistics, learning how to interpret and present different types of graphs and tables such as bar charts.

Art

During art lessons, the children will study *Journeys* and how these are represented by different artists. This will include aboriginal and prehistoric art and explore different mediums including paint and pencils.

They will then study the architecture of *Famous Buildings* such as St Paul's Cathedral by Sir Christopher Wren. Children will recreate these structures using different mediums to achieve variations in line, tone and texture.

SCIENCE

To begin, children will study *rocks, fossils and soils*. They will learn what soil is made of, begin to discuss how to identify different rocks and describe how they are formed

During *lights and shadows*, they will identify light sources, how light travels and discuss the function of the eye.

Children will then study *forces and magnets*. They will learn how magnets attract or repel each other, observe how things move on different surfaces and discuss how to compare and group materials that are magnetic and non-magnetic.

PSHE

To begin, there will be a focus on 'transition' as children return following Lockdown. After this, to support the children in their learning, they will discuss resilience and how they can be resilient in their own work. Next, children will consider their own actions and how these can affect themselves and those around. They will think about their own emotions and how to respond to the feelings of others around.

Year 3 2020 Autumn Term

HOME ACTIVITIES

We are intending to have a homework showcase though we are not able to say whether this will work the same way it has before.

So that the children can engage with their topics out of school and share what they have done, could any projects please be completed by Monday 30th November.

- 1) Create a model of a prehistoric settlement.
- 2) Build a simple shelter or den. This could be inside the house or outside such as the garden.
- 3) Research about what life was like in prehistoric Britain and create a fact file.

We would also like to stress the importance of children reading at home. This will include them reading to you and *you reading to them*. Sharing books with your child in this way promotes discussion, understanding and a love of reading.

ENGLISH

To begin with, the children will read and base their writing on stories by Roald Dahl, considering the language used by this author.

After this, they will look at instructional texts, revise narrative writing when studying stories from other cultures, letter writing and finally, read and create their own humorous poems.

For each genre, Year 3 will consider the language and structure of the texts and apply their understanding of grammar and punctuation as they write.

HISTORY

Children will learn about prehistoric Britain and order events on a timeline. Exploring the migration of early man, they will find out about early humans and the Palaeolithic, Mesolithic and Neolithic periods and what evidence there is for these people in Britain.

Later in the term children will learn about the Romans. They will begin by learning about the history of Rome and how life was in Britain before the Romans arrived. They will then explore the Roman invasion of Britain and the legacy that remains in modern life.

GEOGRAPHY

The topic is *Our European Neighbours*. Here, children will improve their map skills, identifying countries and then capital cities of these countries. When looking at the capital cities, the children will first consider the obvious differences, such as architecture of the buildings, that they can see when researching using brochures and the internet, and then consider how these differences may be classified into human and physical features.