



# **St. Andrew & St. Francis CE Primary School: PLAN OF WORK** **Year 3 Term: Autumn 2014**

<p align="center"><b><u>MATHS</u></b></p> <p>We are working from the new curriculum.</p> <p><b>Maths Passports:</b> Improving mental recall facts.  <b>NUMBER : Number and place value</b>          Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number;          Recognise the place value of each digit in a three-digit number; Estimate numbers using different representations; Read and write numbers up to 1000 in numerals and in words. Solve numerical and practical problems.  <b>NUMBER : Addition and subtraction</b>          Add and subtract numbers (3 digit and tens; 3 digit and hundreds) mentally. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate answers to calculations and use the inverse operations to check. Solve problems involving number facts, place value, and more complex addition and subtraction  <b>NUMBER : Multiplication and division</b>          Use multiplication and division facts for the 3, 4 and 8 times tables. Multiply 2 digit numbers by 1 digit numbers, using mental and then formal written methods. Solve missing number problems using knowledge of the inverse, including integer scaling problems and correspondence problems in which n objects are connected to m objects.  <b>NUMBER : Fractions</b>          Count in tenths and recognise it as ten equal parts. Compare and order fractions; identify equivalencies; Represent shapes and amounts as a fraction; add and subtract fractions with the same denominator; solve problems involving fractions.  <b>MEASUREMENT:</b>          measure, compare, add and subtract: lengths; mass; volume/capacity; Explore the perimeter of simple 2-D shapes; add and subtract amounts of money to give change; Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks; estimate and read time to the nearest minute; record and compare time; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight; know the number of seconds in a minute and the number of days in each month, year and leap year; compare durations of events.  <b>GEOMETRY : Properties of shapes</b>          Drawing 2D and 3D shapes and recognising their properties. Exploring angles and turns; identifying different types of lines.  <b>STATISTICS:</b>          Interpret data and solve one and two step problem.</p>	<p align="center"><b><u>ENGLISH</u></b></p> <p>We are working from the new curriculum.</p> <p><b>Autumn 1: Stories with Familiar Settings</b>          We will be reading <i>Horrid Henry</i> texts by <i>Francesca Simon</i>          Retelling versions of a story          Using dictionaries/thesauruses          Character description          Descriptions of a setting          Writing persuasive pieces          Identifying features of story and writing in style of story</p> <p><b>Autumn 1: Instruction Writing</b>          Read and compare examples of instructional texts. Review the common features and identify how effective the instructions are. Identify organisational devices and creating their own instructions for making a sandwich as well as how to create a cave painting.</p> <p><b>Autumn 2: Adventures &amp; Mystery</b>          Investigate common features, structure and typical themes in adventure and mystery stories. Analyse structure by identifying the most exciting part of the story and plotting other events around it. Analyse the use of language to set scenes, build tension or create suspense. Using dialogue to add pace, suspense, interest and humour.</p> <p><b>Autumn 2: Shape Poetry &amp; Calligrams</b>          Read and make comparisons between poems. Compose Calligrams using word processing programs and explore the effects created. With the children, read a selection of poems on the same theme. Discuss vocabulary and capture ideas. Children work collaboratively to edit and redraft poetry.</p> <p><b>Grammar</b>          Connectives – Prepositions – Adjectives – Nouns – Pronouns – Adverbs – Verbs – Imperative verbs – Relative clauses – Tenses – Similes – Metaphor – Alliteration – Onomatopoeia – Speech punctuation</p>	<p align="center"><b><u>SCIENCE</u></b></p> <p>We are working from the new curriculum.</p> <p><b>Autumn 1: Rocks</b>          Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe how fossils are formed when things that have lived are trapped within rock . Recognise that soils are made from rocks and organic matter.</p> <p><b>Autumn 2: Animals including humans</b>          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>
<p align="center"><b><u>HUMANITIES</u></b></p> <p><b>Stone Age to Iron Age</b>          Understanding a chronological history of early Britain. Exploring tools Stone Age and Iron Age life, food, tools and settlements,</p>	<p align="center"><b><u>I.C.T.</u></b></p> <p><b>Word-processing:</b>          - Editing text          - Inserting images          - Combining text and graphics</p> <p><b>‘E-Safety:</b>          - Researching information safely online          - Communicating and collaborating with others          - E-Awareness – develop knowledge of safety issues e.g. cyber bullying</p>	<p align="center"><b><u>R.E.</u></b></p> <p><b>Judaism</b>          Identify a religious belief and artefacts used by Jewish people and their purpose.          Respond sensibly to other people’s faith. Share their own experiences in their own family and compare those to that of Jewish families</p>
<p align="center"><b><u>Art &amp; D.T.</u></b></p> <p>Looking at cave paintings linked to the <i>Stone Age to Iron Age</i> topic. Children will learn how prehistoric art was one of the earliest forms of communication.</p> <p>They will explore different brush techniques and develop an understanding of tone.</p> <p>Clay-making of Neolithic tools.</p> <p align="center"><b><u>SPANISH</u></b></p> <p>Children introduced to learning Spanish. Introductions and simple phrases.</p>	<p align="center"><b><u>PE</u></b></p> <p><b>Invasion Games: Hockey</b>  <b>Gymnastics:</b>          Acquiring and developing skills; Selecting and applying skills, tactics and compositional ideas; Knowledge and understanding of fitness and health; Evaluating and improving performance.</p> <p align="center"><b><u>PSHE / SEAL</u></b></p> <p><b>New Beginnings</b>  <b>Getting on and Falling out</b></p>	<p align="center"><b><u>Music</u></b></p> <p>Exploring descriptive sounds.          Children explore how the musical elements of pitch, duration, dynamics and tempo can be combined to describe a character in a story. The unit begins with “Peter and the Wolf” by Prokofiev. Children explore how the composer identifies certain characteristics for each animal and then describe those musically.</p>