



Year 3 Autumn 2 Curriculum Information Sheet

Year3: 3GG Gentle Giraffes and 3KK Kind Kangaroos

November 2024

Dear Year 3 parents/carers,

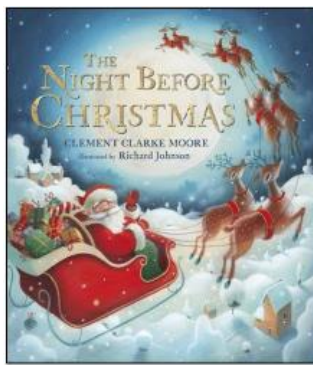
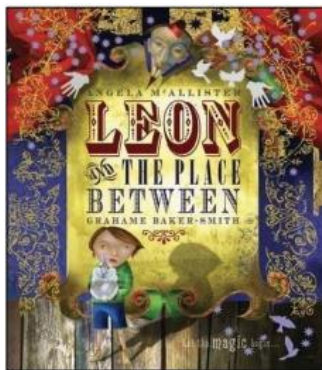
We hope that you have all had a restful and enjoyable half term break and we look forward to welcoming your children back into class again.

Mrs Uppal, Ms Patel and Mrs Das

ENGLISH



Core Texts:



Non-chronological reports (2 weeks)

The children will learn how to use: the structure and tone of a non-chronological report and how to use paragraphs to organise information.

Formal letters to complain (2 weeks)

The children will learn: the difference between the main and subordinate clause and the structure and conventions of a formal letter.

Dialogue through narrative (2 weeks)

The children will learn: that historical texts can include historical references, inverted commas are used to punctuate direct speech and editing strategies.

Speaking, Listening, and Responding

Children will have opportunities to work in groups of different sizes, independently and in pairs or as a whole class. Through discussions children will be encouraged to use both in spoken language and in their writing:

- Speak with clear diction, choose words with precision and organise what they say
- Compose sentences for writing using the correct tense
- Adopt the role of different characters and use vocabulary associated with them
- Tell real and imagined stories using the conventions of familiar story language
- Explain ideas and processes using language and gestures appropriately
- Discuss similarities and differences between the different stories
- Interpret illustrations

Reading

- To find clues in the text and be able to talk about what children think
- Sequencing a story and retelling it
- Fluency in reading known and unknown texts
- To infer and explain thoughts using evidence from the text
- Retrieve information from a text
- Make links to other themes and conventions

Children will be listening to, sharing and discussing a wide range of books in class with the teacher, other adults and each other through a variety of lessons, guided reading sessions and individual reading.

Pupils will be encouraged to participate actively in discussions of new word meanings so that they can build up a wider range of vocabulary and understand what they hear or read.

Emphasis will continue to be placed on improving children's comprehension skills, particularly their inference skills.

Spellings

Block 4 Concept: Homophones and near-homophones Y2 revisited	Block 5 Concept: The suffixes -ment, -ness, -ful, -less and -ly Y2 revisited	Block 6 Concept: Contractions Y2 revisited
Etymology: de	Etymology: uni	Etymology: kilo

MATHS



Each week the children will be challenged on the key areas of Year 3 maths. The principal focus is to ensure the children become increasingly fluent with reasoning, concrete, pictorial and abstract knowledge.

Addition and subtraction:






Children will continue working on addition and subtraction within 1,000



- add and subtract numbers mentally, including:
 - a three-digit number and 1s
 - a three-digit number and 10s
 - a three-digit number and 100s
- add and subtract numbers with up to 3 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

Multiplication and division

Children will focus on the 2,3,4, 5, 8 and 10 times table. .

- 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 that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

	<ul style="list-style-type: none"> • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which 'n' objects are connected to 'm' objects
<p>SCIENCE</p> 	<p>We will be learning about Forces and Magnets for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Forces and magnets we will be learning about:</p> <ul style="list-style-type: none"> • Comparing how things move on different surfaces. • How some forces need contact between two objects, but magnetic forces can act at a distance. • Observing how magnets attract or repel each other and attract some materials and not others. • Comparing and grouping some materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. • Describing magnets as having two poles. • Predicting whether two magnets will attract or repel each other, depending on which poles are facing. <p>The principal focus of science teaching in lower Key Stage 2 is to enable pupils to broaden their scientific view of the world around them. They will do this through exploring, talking about, testing, developing ideas about everyday phenomena and the relationships between living things and familiar environments. They will begin to develop their ideas about functions, relationships, and interactions.</p>
<p>PSHE</p> 	<p>Health and wellbeing</p> <p>Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.</p>
<p>Computing</p> 	<p>E-safety and branching databases</p> <p>Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.</p>
<p>DT</p> 	<p>Textiles - Sewing</p> <p>In this unit children will learn to:</p> <p>Use a cross-stitch to join two pieces of fabric together. Design and cut the template for a cushion. Use cross-stitch and appliqué to decorate a cushion face. Make a cushion that includes appliqué and cross-stitch.</p>
<p>Humanities</p> 	<p>Fieldwork and Map Skills</p> <p>Human and physical geography – describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
<p>Philosophy Religion and Ethics</p> 	<p>Communicating with the Divine</p> <p>Pupils will learn about the meaning of prayer. They will focus in more depth on the power and meaning of meditation (exploring the similarities and differences of chanting the Maha Mantra with chants from other traditions e.g. Wahe Guru) as an individual and collective practice. They will ask questions about the nature of the Divine: e.g. How can we make contact with Krishna? Does He listen? How do we know? This will lead to a knowing about Deities and the process of serving them in the Hindu tradition, particularly those related to Krishna in the Chaitanya tradition.</p> <p>Pupils will learn the story of Gajendra and Ambrish Maharaj and how Krishna in the form of Lord Vishnu responded to their prayers.</p> <p><i>Pupils will become more reflective about their own spiritual practice in chanting, for example. This was introduced in KS1 and is part of the life of the school in terms of Collective Worship.</i></p>
<p>Sanskrit</p> 	<p>Reading & Writing: We will be learning how to join vowels I and II to consonants using special symbols.</p> <p>Conversation: We will learn how to name Krishnas family members in the target language.</p> <p>Storytime: Tucket the Bucket: We will be extending our Vocabulary Bank through stor time.</p> <p>Scriptural Verse: Bhāgavat Gita Chapter 7 Verse 4 – <i>bhūmīr-āpo</i>: We will be developing the pronunciation of the target language through verse recitals.</p>

<p>HEALTH & WELLBEING</p>	
<p>Physical Education - Handball - This unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving. Pupils will learn how to keep possession and eventually score in order to win a modified game.</p> <p>Meditation Meditation is practised in the morning and halfway through the day to reflect on learning. Some meditation techniques will also be taught in yoga class.</p>	<p>Yoga In Yoga the children of Year 3 learn the postures/aasnas: Trikonasana (triangle), Utkatasana (chair pose), Naukasana (boat) and Paschimotanasa (sitting hand to feet pose). Along with this they will practise sun salutations (Surya Namaskar) which have 10 postures in total</p> <p>Music Year 3 will be working with a specialist teacher from Harrow Music Service to develop their musical skills.</p> <p>Events 6.11.24 - Dress down day for Diwali 8.11.24 - Kartik candle offering 11.11.24 - Anti-bullying week</p>

	15.11.24 - Trip to the Brent Sikh Gurdwara 2.12.24 - Assessment week 3.12.24 - 7:30-8:30am Parent Chai Morning 3.12.24 and 4.12.24 - Parent Consultation evenings (in person) 6.12.24 - Christmas jumper day 13.12.24- Christmas concert (YR 3&4 9:15am) 13.12.24- Christmas class parties 13.12.24 - Early finish 12:15pm
--	---

Thank you,

Year 3 Team