



Year 3 Autumn Term



Why are humans animals too?



Children will learn the purpose of a skeleton and how it keeps the body supported, protected and allows animals to move. Children will be able to name some of the bones in the skeletal system and will understand that muscles also aid the body in movement. This topic will be enriched by a visit from Zoolab.

In English, our author focus will be Anthony Browne and we will be using his



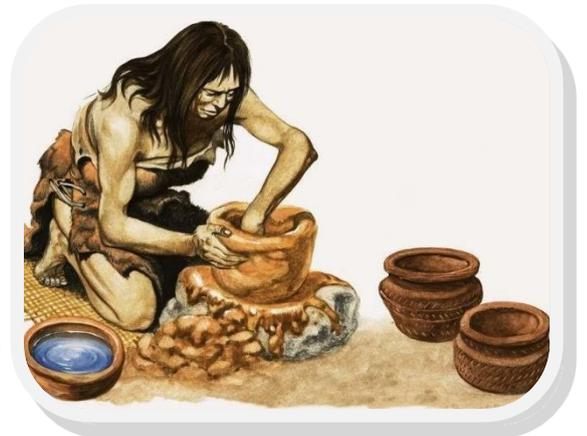
amazing texts to explore the year 3 objectives. We will be exploring his texts using drama and building up to writing character descriptions, stories and exploring the first and third person. Children will also write a report on skeletons and muscles to support their science learning.

The Stone Age

This history-based topic provides pupils with the opportunity to consider what life was like in Britain in the period between the Stone Age and the Iron Age.

We will develop our historical research skills whilst we create a guide to the Stone Age for a time traveller who needs our help. We will be exploring the images and messages created as cave paintings during this period and then produce our own version.

As part of our DT focus, children will look into what it means to have a healthy balanced diet and will make their own soup.



New to you at Chesswood

To support learning in school and at home, we use a number of websites/apps—don't worry, children will get shown how to use these in school and we'll help if you have any problems. These will help to make up the top 10s in each class each week.

- IXL—Maths and English (<https://uk.ixl.com/>) There will be activities selected from the Year 3 section on this website as part of the weekly homework. We select tasks that help the children get further practise of their learning in class or that will help support their future learning.
- TT Rock Stars (<https://trockstars.com/>) We use TT Rock Stars to help children to learn their times tables.
- Numbots (<https://play.numbots.com/#/intro>) We will use this to help children with addition and subtraction facts in school.
- Accelerated Reader (<http://ar.chesswood.org.uk/>) Children can take multiple choice quizzes on books they have read. These quizzes have 5, 10 or 20 questions depending on the length of the book. If children pass the quiz, they get the words in the book get added to their word count. This helps them to achieve their bespoke reading target.
- Duolingo (<https://schools.duolingo.com/>) We use Duolingo to help support the children's French learning.



Year 3 Autumn Term



	<p>READING: Children will have regular guided reading sessions. They will be encouraged to engage with a wide range of genre from our well-stocked library. All children will be set a reading target in the first few weeks which will be regularly reviewed with rewards for children that reach it.</p>
	<p>WRITING: Pupils will explore and produce extended writing across a range of genre — narrative, poetry, reports, biography & guides. They will learn how to draft, re-draft and edit effectively.</p>
	<p>MATHS: Our Autumn term focus covers place value, addition & subtraction, and multiplication and division. The objectives covered follow: Place value - count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number; compare and order numbers up to 1 000; identify, represent and estimate numbers using different representations; read and write numbers up to 1 000 in numerals and in words; recognise the place value of each digit in a three-digit number (hundreds, tens, ones); multiplication and division facts, and addition & subtraction skills. Addition and Subtraction - add and subtract numbers mentally, including: a three-digit number and ones/tens/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. Multiplication and Division - count from 0 in multiples of 4, 8, 50 and 100; recall and use multiplication and division facts for 3, 4 and 8 multiplication tables; solve problems, including missing number problems, involving multiplication and division, including integer scaling. We will regularly practice written methods 4 days each week and help to develop children’s reasoning and talking about Maths across all areas of the Maths curriculum during our weekly Turbo Maths sessions. During the autumn term, we will also spend an additional 30 minutes per week practising mental maths skills.</p>
	<p>ART AND DESIGN: Calder Mobiles (4hrs 30) Children will recognise and understand the features of abstract art. They will understand the features of Calder’s work and replicate this by creating their own Calder inspired mobile sculpture. They will focus on basic skills of using scissors and colouring in effectively to create the simple shapes in Calder’s designs. Children will also learn about primary, secondary, tertiary and complimentary colours in this unit and will be expected to demonstrate their understanding in their final class sculpture.</p>
	<p>COMPUTING: Avatars/Password set up for personal accounts (1hr) Children to create an avatar to protect their identity and understand why this might be beneficial when using social media or other online channels. As a part of this short unit, children will also have been set up with personal accounts when they joined Chesswood. These include IXL, TT rock stars and AR. They will check that their passwords work and we discuss the importance of password protection, logging off an account/site properly and what to do if you think that someone may have accessed your personal account. We Are Communicators (5hrs) Pupils learn how to use emails and video calls. They discuss keeping email accounts secure and how to talk to people online. We look at how emails and video calls work and how we might use these in real life and work situations. They learn how to send an email, write an email, login to accounts, send a video call, receive a video call and how to prepare information to share via a video call.</p>
	<p>DESIGN AND TECHNOLOGY: Nutrition - Soup Making (4hr 30) Children recap science knowledge – the eat well plate. They learn how to use knives to chop safely, measure ingredients, peel, grate and follow basic recipes. Ingredients are grown in our allotment, with a focus on healthy eating and growing local seasonal produce. They learn about making a stock and seasoning with salt and pepper to add flavour. The soup is sold at the Christmas Fayre. Purse Making (5hrs) After exploring existing products, children design and make their own purse/wallet. Children will learn basic hand sewing techniques to construct and decorate their purses. For the first time, children will have the opportunity to use a sewing machine, using one to sew a straight seam.</p>
	<p>FRENCH: Children listen to, say, read, write and understand basic French. Numbers (1 hour) Numbers 0-10 and the differences in pronunciation of key letter strings. Greetings and instructions (2 hours) Children identify social conventions of greeting each other at home and learn about differences to France. Children begin to learn how to recognise the question form in French, notion of gender, how to recognise commands/imperative verbs and the pronunciation of –ez. Introducing myself (1 hour) Children develop their understanding of social conventions and politeness in France. Children learn that Christian names often have French equivalents, how to ask and answer, ‘what’s your name?’ and ‘Comment-t’appelles-tu’ and ‘Je m’appelle...’ Children combine introducing themselves with greetings from the previous unit. Christmas (2 hours) Children develop their understanding of differences between French Christmas conventions and traditions and their own. Children listen to French Christmas songs and join in with singing them. Pupils are introduced to the concept of cognates – words that sound similar in another language. Children practise and perform a given role play (short nativity – whole sentences) using vocabulary learned in previous units. All children write their own letter to Father Christmas in French, reading a model but replacing some vocabulary to make it unique to them.</p>
	<p>GEOGRAPHY: We Are Town Planners (6 hours) Pupils will start year 3 by building on the key locational human and physical geography knowledge from KS1, so that they understand the difference between the UK, Great Britain and the British Isles. Pupils will use globes to locate the continents and oceans of the world, the equator, northern and southern hemisphere, as well as the location of the United Kingdom. Pupils will use maps of the UK in an atlas to locate the countries of the UK, and the key counties taught (West Sussex, East Sussex, Hampshire and Surrey). Pupils will use the directional language of North, South, East and West to compare the location of the above. Pupils will use Google Earth to aid their comparison of different school areas.</p>



Year 3 Autumn Term



	<p>HISTORY: Early British settlers (8.5hrs) Children are introduced to timelines and learn the difference between BC and AD. They physically use a long piece of string that winds around the playground so that they can see the grand scale of time. They organise the key stone age dates alongside their own birth dates, parents birth dates and grandparents birth dates to help them contextualise scale. Creating an understanding of Worthing in its earliest forms and how it was key for mining and how it was a starter for industry that encouraged settlements around.</p>
	<p>MUSIC: Sorcerer's Apprentice and the Orchestra (3hrs) Children collect and choose sounds to match pictures from Sorcerer's Apprentice and explain their choices. Children understand the music as a story. Children match pictures of orchestral instruments with their names and find out how the instruments are played, their timbre and what family they are from.</p> <p>Animal Fayre (8hrs) Carnival of the Animals/ Children create and perform a short piece of music describing an animal of their own choice and explain their choice of instrument and it's timbre and how the musical dimensions reflect either the way their animal moves or sounds. Peter and the Wolf Children create a short piece of music to describe the qualities, movement and /or sound of characters from the Gingerbread story. Children learn how to create a short melody by selecting 3 or 4 notes on a keyboard randomly and playing these in a sequence and repeating the sequence.</p>
	<p>PHYSICAL EDUCATION (PE): Gymnastics 1 (4 hours) Introduction to gymnastics focussing on travelling, balancing and jumping in isolation and combination. Intro to Dance (4 hours) Taking fitness videos as a stimulus the pupils begin to recognise the importance of counts and repetition in dance. Invasion Skills 1 (12 hours) Looking at moving with the ball and sending and receiving skills in a variety in different sports (Football, rugby, hockey) Endurance Running (1 hour) Preparing for the Cross-Country Event New Age Kurling (3 hours) Learn this new sport Where are we? (1 Hour) Finding our way around our new environment – photo orienteering. Scooter Skills & Road Safety (3 hours) Using an adaption of the Scooter Skills programme pupils look at road safety as well as control and awareness on two-wheels.</p>
	<p>PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE): Out and about (2.5 hours) This unit enables children to become safer citizens in the local community. They will know who to approach in an emergency situation, including safe adults (e.g. police). They will be introduced to an app called What Three Words (navigation accuracy) and understand how this can help them in their time of need. Through this, they will develop confidence, awareness and the ability to ask for help. Our happy school (2.5 hours) Children will be able to understand how to communicate effectively through active listening, compromise, taking it in turns and sharing resources. They will look at the importance of rules and the rights of citizens and will understand that with rights come responsibility. This learning will be demonstrated in the school's BRIGHT SPARKS code. Assembly topics: NSPCC PANTS, Firework Safety, Active listening, Anti-Bullying Week, Zones of regulation, Bright Sparks, Black History.</p>
	<p>RELIGIOUS EDUCATION (RE): Hinduism- Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Children will investigate what happens during the festival of Diwali and whether the celebration brings a sense of belonging to Hindus. They will draw on their previous knowledge and experience of festivals. By exploring the story of Rama and Sita children will be able to express ideas and insights about the nature, significance and impact of religions and worldviews. Christianity- Has Christmas lost its true meaning? Children will investigate what the true meaning of Christmas is to Christians and compare this with what Christmas means to them. They will understand key themes of advent (preparation), the Christmas story and incarnation to understand the significance and impact of Christianity as a religion and as part of a worldview. Pupils to make links to the Festival of Diwali and other festivals they are aware of.</p>
	<p>SCIENCE: Skeletons and muscles and nutrition (14hours) Link to KS1 Animals including humans and living things Nutrition (6hours) Link with DT and the Eatwell plate. Children will learn to the 4 major food groups for nutrition and how they affect the body. They also need to understand what it means to have a healthy balanced diet. Focus Scientist: Elise Widdowson. Skeletons and muscles (8hours) Children will learn the purpose of a skeleton and how it keeps the body supported, protected and allows animals to move. They will be able to name some of the bones in the skeletal system including the rib cage, spine and skull. They will understand that muscles also aid the body in movement. Focus Scientist: Greg Whyte OBE</p>



Year 3 Autumn Term



Year 3 ACRO Skills

The ACRO skills are key learning skills which underpin all we do at Chesswood. The skills below are the key foci for Year 3. Each skill has a task for children to complete over the coming year. If they complete 5 challenges (with at least one from each main heading), they will receive the Chesswood ACRO Challenge Bronze Award.

Attitude	Creativity	Relationships	Organisation
<p>Try new things</p> 	<p>Making Choices</p> 	<p>Working with Others</p> 	<p>Self-management</p> 
Attend school clubs in two different terms	Demonstrate that you can consistently make the right choices which have a positive impact on yourself, your work and others.	Be successful in leading a group during a lesson – and – be successful when being led by a leader in a group.	Complete homework on time and to the best of your ability.
<p>Managing Distractions</p> 	<p>Imagining</p> 	<p>Building Friendships</p> 	<p>Managing Resources</p> 
Consistently demonstrate high motivation in your learning by ensuring you manage distractions well	Demonstrate that you can use your imagination to present ideas effectively in different ways when presented with an open task - e.g. through a poem / newspaper / diary	Win the class cup for showing courtesy, care and kindness – or – show the ability to work well with a variety of different people.	Ensure I always have <ul style="list-style-type: none"> • Pen • Pencil • Reading book • PE Kit