



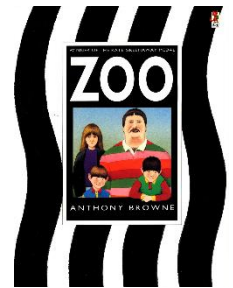
# Year 3, Autumn

## 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



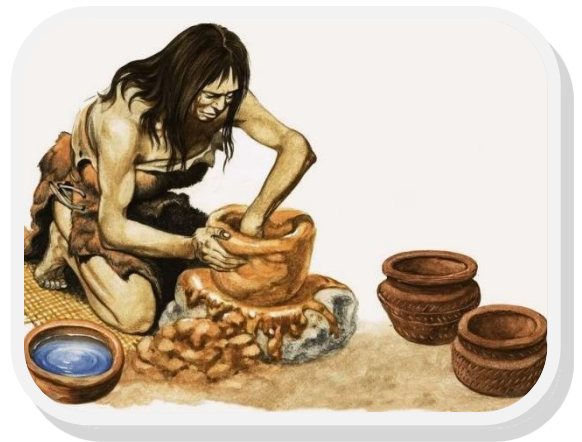
his amazing texts to explore the year 3 objectives. We will be exploring his texts using drama and building up to writing character descriptions, stories and exploring the first and third person. Children will also write a report on skeletons and muscles to support their science learning.

## Stones and Bones

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. This topic will be enriched by a visit from Worthing Museum, enabling the children to participate in a range of activities including digging for artefacts.

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 their number fluency.
- 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.



# Year 3, Autumn

## Subject Overview

	<p><b>READING:</b> 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><b>WRITING:</b> Pupils will explore and produce extended writing across a range of genre — narrative, poetry, reports, biography &amp; guides. They will learn how to draft, re-draft and edit effectively.</p>
	<p><b>MATHS:</b> Our Autumn term focus covers place value, addition &amp; subtraction, and multiplication and division. The objectives covered follow: <b>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; 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 &amp; subtraction skills. <b>Addition and Subtraction</b> - 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. <b>Multiplication and Division</b> - 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.</p> <p>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><b>ART AND DESIGN: Calder Mobiles</b> 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><b>COMPUTING: Avatars/Password set up for personal accounts</b> Children to create an avatar to protect their identity and understand why this might be beneficial when using social media or other online channels.</p> <p>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.</p> <p><b>We Are Communicators</b> 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><b>DESIGN AND TECHNOLOGY: Nutrition - Soup Making</b> 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.</p> <p><b>Purse Making</b> 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><b>FRENCH: I'm Learning French</b> In this unit the children will learn how to: • Pinpoint France and other French speaking countries on a map of the world • Ask and answer the question 'How are you?' in French • Say 'Hello' and 'Goodbye' in French • Ask and answer the question 'What is your name?' in French • Count to ten in French • Say ten colours in French.</p>
	<p><b>GEOGRAPHY: We Are Town Planners</b> 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.</p> <p>Pupils will use <b>globes</b> 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 <b>maps</b> of the UK in an <b>atlas</b> 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 <b>North, South, East and West</b> to compare the location of the above. Pupils will use <b>Google Earth</b> to aid their comparison of different school areas.</p>



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	<p><b>HISTORY: The Stone Age to the Iron Age</b> 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. This topic will be enriched by a visit from Worthing Museum, enabling children to participate in a number of workshop activities.</p>
	<p><b>MUSIC: Sorcerer's Apprentice and the Orchestra Children</b> In this unit, children understand that sound can be created in many ways and are introduced to the term timbre. By exploring sound in the Music Room, children are introduced to the many instruments and the sounds that can be produced from them for future composition. Children know the story and music, The Sorcerer's Apprentice and are introduced to the bassoon and other orchestral instruments. They know what an orchestra is and that there are four families within the orchestra. Children sort instruments and recognise how to identify the strings, woodwind, brass and percussion instruments. Children use an app called Samplebot to record and manipulate sound.</p> <p><b>Animal Magic</b> In this unit, children use their understanding of tempo, dynamics, articulation and pitch to discuss and create music that has been written to describe animals from the Carnival of the Animals by Saint-Saens and of their own choice of animal. They learn how to create simple melodies but also name the notes of the melodies they create using simple 5 note patterns. Children learn how to change the voice on a keyboard. Children understand and appreciate the key work Peter and the Wolf, and through this revise the names and families of orchestral instruments. Children work together to produce a group composition and practise the composition processes: planning, creating, improving, performing and evaluating.</p>
	<p><b>PHYSICAL EDUCATION (PE): Gymnastics 1</b> Introduction to gymnastics focussing on travelling, balancing and jumping in isolation and combination. <b>Intro to Dance</b> Taking fitness videos as a stimulus the pupils begin to recognise the importance of counts and repetition in dance. <b>Invasion Skills 1</b> Looking at moving with the ball and sending and receiving skills in a variety in different sports (Football, rugby, hockey) <b>Endurance Running</b> Preparing for the Cross-Country Event <b>New Age Kurling</b> Learn this new sport <b>Where are we?</b> Finding our way around our new environment – photo orienteering. <b>Scooter Skills &amp; Road Safety</b> Using an adaption of the Scooter Skills programme pupils look at road safety as well as control and awareness on two-wheels.</p>
	<p><b>PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE): Out and about</b> 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. <b>Our happy school</b> 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><b>RELIGIOUS EDUCATION (RE): Hinduism- Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</b> 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. <b>Christianity- Has Christmas lost its true meaning?</b> 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><b>SCIENCE: We are Biologists: Animals including humans.</b> Children will identify that humans and some other animals have skeletons and muscles for support, protection and movement. They will also 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. This topic will be enriched by a visit from Zoolab, enabling children to see animals with different types of skeleton up close. <b>We are Chemists: Rock and Soil.</b> Children will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. They will describe in simple terms how fossils are formed when things that have lived are trapped within rock. They will also learn to recognise that soils are made from rocks and organic matter.</p>



# Year 3, Autumn

## 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
<b>Try new things</b> 	<b>Making Choices</b> 	<b>Working with Others</b> 	<b>Self-management</b> 
Go to a school club in two different terms.	Show you can consistently make the right choices which have a positive impact on yourself, your work and others.	Successfully lead a group during a lesson.  Be supportive when led by other pupils in lessons.	Complete homework on time and to the best of your ability.
<b>Managing Distractions</b> 	<b>Imagining</b> 	<b>Building Friendships</b> 	<b>Managing Resources</b> 
Show you want to learn by managing distractions well.	Show your imagination by presenting ideas effectively in different ways when given the opportunity, e.g. through writing, using pictures/ diagrams/ tables or telling someone your ideas.	Show your ability to work well with a many different people.  Try to win the class cup for showing courtesy, care and kindness.	Look after your things and be ready for action: <ul style="list-style-type: none"> <li>• Pens and pencils.</li> <li>• Reading book.</li> <li>• Water bottle.</li> <li>• PE Kit and clothing.</li> </ul>