

## Year 3 Overview – Autumn 1

### We will be learning:

*In science we will be identifying animals and plants, the parts that they are made of and how they get nutrition.*

*In DT we will be learning what makes for a healthy and varied diet. We will study seasonality, learning how different ingredients are grown, caught, harvested and/or processed.*

*In geography, linked to our core story and science, we will learn about other countries based on our learning in English.*

*In art we will be recording observations in sketch books and working creatively with a range of other materials to create collages.*

*In music we will listen closely to a range of sounds and instruments to improve aural memory.*

*In computing we will be covering internet safety, learning to be responsible and respectful whilst using technology. We will also learn different ways to search and communicate.*

*In PE our topic is OAA (Outdoor and Adventurous Activities). Children will work as part of a team in different games and situations, overcoming obstacles and working out physical solutions.*

*In RE we will be examining 'The Miracles of Jesus'. We will study what a miracle is and will be learning about some of the most famous miracles that he performed.*

*In French our unit is called 'All About Me'. This will involve the class giving and responding to classroom instructions, naming parts of the body, identifying colours and naming items of clothing.*

### Our Core Story:

Please do not read this at home with your child until the end of the half term so your child can enjoy hearing the story unfold in class.



### At home you could:

- Read a range of different types of books based on our topic areas. Look for stories and information-based writing.
- Find, read and review other picture books. They could share a theme with our Core Story and wider topic areas.
- If you have internet access you could search for suitable videos about animals, plants or any of the other topic areas.
- Visit [www.getset4pe.co.uk](http://www.getset4pe.co.uk) and the Active Families tab. Use some of the vast range of exercise activities. Focus on challenges and activities that involve finding solutions to problems.
- Practise naming items and colours in French.

### Key English skills for your child:

*Read independently, decoding new words when needed. Think about and discuss the meaning of what is read.*

*Read some of the Year 3/4 common exception words.*

*Respond creatively to the text through drama, discussion and writing. Write in role to develop empathy for characters in a text.*

*Make predictions and justify them.*

*Identify alliteration, powerful verbs and adjectives. Use these in their own writing.*

*Know the features of recounts.*

*Plan and write a narrative (story).*

### Key Maths skills for your child:

*Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).*

*Read & write numbers up to 1000 in numerals & words.*

*Compare and order numbers from 0 up to 1000; use <, > and = signs.*

*Find 10 or 100 more or less than a given number.*

*Count from 0 in multiples of 2, 3, 5, 10, 4, 8, 50 and 100.*

*Add and subtract numbers mentally including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds.*

*Start learning the 3, 4 and 8 multiplication tables. Practise all known times tables and division facts.*

Please talk to your child's class teacher if you have any questions.

## Key Knowledge

We would like you to discuss this key vocabulary with your child so that they have a greater understanding of their learning.

<i>roots</i>	<i>The part of a plant that is below ground. They absorb water and anchor the plant.</i>
<i>stem/trunk</i>	<i>The central and main stalk of a plant.</i>
<i>flower</i>	<i>The seed-bearing part of a plant. Usually brightly coloured.</i>
<i>petal</i>	<i>The segments of a flower. These are usually coloured differently from the rest of the plant.</i>
<i>seeds</i>	<i>The reproductive part of a plant. In favourable conditions, these will grow into another plant.</i>
<i>skeleton</i>	<i>The name for all the bones of the body.</i>
<i>muscle</i>	<i>These contract and relax to move the bones and give strength to animals.</i>
<i>support</i>	<i>To provide help. Muscles support the skeleton but both are needed for movement in most animals.</i>
<i>incisor</i>	<i>A narrow-edged tooth at the front of the mouth, designed for cutting.</i>
<i>canine</i>	<i>A pointed tooth designed for tearing meat. These are largest and sharpest in carnivores.</i>
<i>molar</i>	<i>The largest, flattest teeth at the back of mammals' mouths. These are for grinding food.</i>
<i>seasonality</i>	<i>This relates to the seasons and particularly how different foods are grown at different times of year.</i>
<i>ingredients</i>	<i>The items that, when combined, make something (usually a meal or food).</i>
<i>nutrition</i>	<i>The different types of nutrition give our body what it needs to grow and stay healthy.</i>
<i>reared</i>	<i>A word to describe how animals and livestock are looked after by farmers.</i>
<i>processed</i>	<i>When something is changed or preserved and made into something different.</i>
<i>Equator</i>	<i>The imaginary line that runs around the centre of the Earth.</i>
<i>hemisphere</i>	<i>Half a sphere. The parts of the Earth above and below the Equator.</i>
<i>tropic</i>	<i>Cancer and Capricorn are the tropic lines. Between these lines are 'the Tropics'.</i>
<i>Arctic</i>	<i>At the top of the Earth is the Arctic Circle (North Pole).</i>
<i>Antarctic</i>	<i>The Antarctic is at the very bottom of the Earth (South Pole).</i>
<i>latitude</i>	<i>A location's distance north or south of the Equator.</i>
<i>longitude</i>	<i>A location's distance east or west from the Prime Meridian (a line between the North and South Poles).</i>

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<i>texture</i>	<i>The feel, appearance or consistency of a surface.</i>
<i>shade</i>	<i>How light or dark something appears.</i>
<i>scale</i>	<i>The comparative size of drawn images. This relates to background and foreground as well as when looking at a single object.</i>
<i>collage</i>	<i>The technique of sticking various pieces of different materials onto a backing to make an image.</i>
<i>overlap/layer</i>	<i>When one object is partially on top of another so both can be seen with no gaps.</i>
<i>contrast</i>	<i>Showing difference clearly between two or more things.</i>
<i>pitch</i>	<i>How high or low a sound is. Try to recognise pitches that are close together and larger steps between notes.</i>
<i>dynamics</i>	<i>Another word for volume. Understand getting louder and quieter more gradually and subtly.</i>
<i>duration</i>	<i>How long a note or sound lasts.</i>
<i>tempo</i>	<i>The speed of a piece of music or of sounds. Listen for changes in speed (sudden and gradual).</i>
<i>communicate</i>	<i>Different ways of making ourselves known to others (through technology as well as speech).</i>
<i>password</i>	<i>A series of letters, numbers or other punctuation marks that only you know. Used to 'log-on' to computers and other devices.</i>
<i>cyber bullying</i>	<i>When the internet is used to deliberately send hurtful text or images to people.</i>
<i>virus</i>	<i>A computer program which copies and hides itself on your computer secretly, without your permission.</i>
<i>keywords</i>	<i>When searching, keywords are the most important words that carry information. Other words (such as: and, but, if, an, the...) can be left out.</i>
<i>miracle</i>	<i>An extraordinary good event that cannot be explained. They are normally thought to happen because of Godly (divine) power.</i>
<i>transformation</i>	<i>When one thing changes to becomes another thing.</i>
<i>divine</i>	<i>Related to or because of God.</i>