



Learning Outline

Year 3: Autumn Term 2024/25

English	<p>Texts:</p> <ul style="list-style-type: none">• <i>The Iron Man</i> by Ted Hughes & Chris Mould• <i>Fox</i> by Margaret Wild and Ron Brooks <p>We will learn:</p> <ul style="list-style-type: none">• In narratives, create settings, characters and plot• Assess the effectiveness of their own and others' writing and suggest improvements• Discuss and record ideas• Compose and rehearse sentences orally• Organise paragraphs around a theme• In non-narrative material, use simple organisational devices [for example, headings and sub-headings <ul style="list-style-type: none">• Use conjunctions to extend sentence• Use the present perfect form of verbs• Express time, place and cause using conjunctions and adverbs. <p>Text types:</p> <ul style="list-style-type: none">• Narrative & Explanation• Narrative and Information Report
Maths	<p>Place value Children begin with learning how to count in 100s. They will learn that a 3-digit number is made up of some 100s, 10s and 1s and they will be able to represent this in many ways (for example, on a place value grid with counters or in a part-whole model). They will extend the number line to 1,000 and know where different numbers lie. They will compare and order 3-digit numbers as well as count in 50s.</p> <p>Addition and subtraction Children explore additions and subtractions gradually, by considering in detail the adding of 1s, 10s and 100s separately. They then explore the need to exchange where addition or subtraction may cross the next place value column</p>
Science	<p>Rocks Children will learn:</p> <ul style="list-style-type: none">• what the three main types of rocks are and how they are formed• What fossils are and how they are made• What soil is including its composition• Scientific enquiry skills <p>Animals including humans Children will:</p> <ul style="list-style-type: none">• Identify and group animals with and without skeletons• Match animals to their skeletons and explain their reasons for this• Explore ideas about what would happen if humans did not have skeletons• Identify which bones are used for support, protection, and movement• Compare straight arms and bent arms by measuring around the top of an arm and noticing changes.
Latin	<p>In our Latin lessons, children will learn about the origins of language: understand the connection between Latin, English and other modern foreign languages.</p> <p>Children will also learn grammar concepts, including identification of parts of speech and identification of verbs</p> <p>The children will also be introduced to spoken Latin and will use Latin greetings.</p>

	Latin will also cover cultural aspects of language and will include -Greek mythology including Achillies and Greek gods
PE	<p>In PE our topics are:</p> <p>OAA (outdoor adventurous activities) This allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils learn what makes a good team and explore key skills such as inclusion and trust. Pupils begin to learn to orientate a map, identify key symbols and draw and follow routes.</p> <p>Fundamentals Children will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Children will develop their ability to change direction with balance and control They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Children will be asked to observe and recognise improvements for their own and others performance and identify areas of strength and areas for development. Children will be given the opportunity to work on their own and with others, taking turns and sharing ideas.</p> <p>Ball skills Children will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. Children will develop catching with one and two hands as well as dribbling with feet and hands. These skills will be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p> <p>Dodgeball Children will improve on key skills used in dodge ball such as throwing, dodging and catching. The children will learn to apply simple tactics to the game to outwit their opponent. In dodge ball, the children will achieve this by hitting the opponents with a ball whilst avoiding being hit. Students are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Children are given opportunities to evaluate and improve their own and others performances</p>
PSHE & Relationships education	<p>Get HeartSmart</p> <ul style="list-style-type: none"> • Looking at ways we can be positive (kind) and negative (unkind) to one another • Recalling memories and associating a feeling with them • Thinking about things we need to guard our hearts from • Listing the people in our lives we are grateful for • Thinking of the benefits of living a healthy lifestyle • What we have learned about Get HEARTSMART
Music	<p>In our first music topic children will be learning songs in the style of RnB. The first song the children will learn to listen to and sing back is called – Let Your Spirit Fly by Joanna Mangona. In this topic children will learn to play and answer on a simple instrument as well as improvise music</p> <p>In our second topic, children will learn stage 1 Glockenspiel. In this topic children will explore and develop their playing skills.</p>
Design Technology	<p>Textiles: Cross-stitch and appliqué: Children will: Design and make a template for an Egyptian collar and apply individual design criteria. Follow their design criteria to create an Egyptian collar. Select and cut fabrics with ease using fabric scissors. Thread needles with greater independence. Tie knots with greater independence. Sew cross stitch to decorate or join fabric. Decorate fabric using appliqué, beads (or other embellishments), ribbon and pinking scissors.</p>

Art and Design	<p>Drawing: Growing artists</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. <p>Making skills:</p> <ul style="list-style-type: none"> • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. 	
RE	<p>Hinduism Children will learn about Hindu Gods and Goddesses as well as special places of worship for Hindus. Children will also learn about special festivals as well as concepts of karma and reincarnation. Children will also be introduced to a range of beliefs and will relate those beliefs to their own.</p> <p>What is the Trinity? Children will learn: Christians believe God is Trinity: Father, Son and Holy Spirit.</p> <ul style="list-style-type: none"> • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus 	
Computing	<p>Computing systems and networks – Connecting computers Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.</p> <p>Online Safety Children will learn</p> <ul style="list-style-type: none"> • What makes a safe password. • Methods for keeping passwords safe. • To understand how the Internet can be used in effective communication. • To understand how a blog can be used to communicate with a wider audience. • To consider the truth of the content of websites. • To learn about the meaning of age restrictions symbols on digital media and devices. <p>Creating media - Stop-frame animation Learners will use a range of techniques to create a stop-frame animation. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p>	