

PRIMARY TOPIC PLANNER – YEAR 3

HISTORY

- To learn about Celtic Britain.
- To explore how the Celts lived.
- To identify dates and vocabulary relating to the passing of time when the Romans invaded Celtic Britain, then the Anglo Saxons and finally the Vikings.
- To begin to understand the social structure of life during Celtic Britain. Characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of the Celts, Romans, Anglo Saxons and the Vikings. Find out about the social diversity of the Celts, Romans, Anglo Saxons and the Vikings.

GEOGRAPHY

- Study location of places. Explain why places are like they are. Identify how and why places change. Explain how places are different from other places in same country.
- Describe where places are Explain why places are like they are. Recognize and explain patterns made by individual physical features in the environment.

COMPUTING

- To create and debug programmes to accomplish a goal.
- To use sequence and repetition.
- To present information with an awareness of audience.
- To understand the function of a search engine and use the correct search criteria.

SCIENCE - Rocks/Sound

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.
- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.

MUSIC

- Learning about rhythm and note values in music.
- Identify different music patterns and create their own songs.

SUSTAINABILITY

- To use recycled materials to make paper
- To understand the importance of sustainability in farming
- To consider forms of irrigation used in Celtic times.

PSHCE

Family and Friends

- What does a good friend do?
- Do I know how to listen to, and support my friends?
- How do I cope when relationships change?
- What are the similarities between me and my classmates?
- Who is now in my network of social people, and how do we affect each other?

Anti-Bullying

- What are the key characteristics and forms of bullying?
- Do I understand why bullying occurs?
- Do I understand the way bullying affects the way we think, feel and behave?
- How can I keep myself safe if I am being bullied?

ITALIAN

- To learn basic greetings, days of the week and months of the year.

YEAR 3 Autumn Topic 2020 THE INVADERS

ART

- To use a variety of methods and approaches to design and make images and artefacts relating to the **Invaders** topic.
- To collect visual and other information to help develop ideas including using the use of a sketch book
- To explore the life of an artist and their work which is related and/or

FRENCH

- To learn basic greetings, numbers, and days of the week and months of the year.

DT

- To develop ideas and explain them clearly.
- Plan what they have to do, a sequence of actions.
- Select appropriate tools & techniques. Suggest alternative ways of making it. Measure, mark, cut, shape materials & assemble, join, combine accurately. Strengthen/improve product. Recognize that quality of a product depends on how well it meets its intended purpose.

RE - Peace/Christmas

- To consider the importance of peace.
- To understand what peace means.
- To explore ways in which people promote peace.
- To engage in discussion and debate.
- To think about their own experience.
- To consider the concepts of celebration, tradition and symbolism.
- To consider a diverse range of views of belief and how it is expressed.
- To think about their own experiences .

MATHEMATICS (1st half term)

Number and place value

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
- Recognise the place value of each digit in a three-digit number (hundreds, tens, and ones).
- Compare and order numbers up to 1000.
- Identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and in words.
- Solve number problems and practical problems involving these ideas.

Number – addition and subtraction

- Add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and 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.

Number – multiplication and division

- 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

ENGLISH (1st half term)

Reading – word reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading comprehension

Develop positive attitudes to reading, and an understanding of what they read, by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Reading books that are structured in different ways and reading for a range of purposes.
- Using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books.
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination.
- Recognising some different forms of poetry [for example, free verse, narrative poetry.

Writing – handwriting

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

MATHEMATICS (2nd half term)

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.

Number – Fractions

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Recognise and show, using diagrams, equivalent fractions with small denominators.
- Add and subtract fractions with the same denominator within one whole [for example, $7\frac{5}{10} + 7\frac{1}{10} = 7\frac{6}{10}$]
- Compare and order unit fractions, and fractions with the same denominators.
- Solve problems that involve all of the above.

ENGLISH (1st & 2nd half term)

Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing – Composition

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- discussing and recording ideas .

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- organising paragraphs around a theme.

Non-fiction: Instructions and explanations

- Listen to non-fiction and reference texts.
- Participate in discussions and presentations.
- Select and use appropriate voices for effective communication .
- Retrieve and record information from non-fiction texts.
- Read books that are structured in different ways and for a range of purposes.
- Identify main ideas drawn from a text and summarise these

Fiction: Fairytales

- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- Discuss words and phrases that capture the reader's interest and imagination.