

As readers and writers we will:

Study 'Seal Surfer' by Michael Foreman and use this text to learn to:

- Use present and past tenses consistently and correctly
- Use progressive forms of verbs
- Use expanded noun phrases
- Write sentences with different forms: statement, command, question, exclamation

Study the poem 'The Shell' by John Fisher and use this to learn to:

- Show understanding through intonation, tone, volume and action
- Discuss words and phrases that capture the reader's interest and imagination
- Explain meaning of words in context
- Identify how language, structure, and presentation contribute to meaning
- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- Compose and rehearse sentences orally
- Proof-read for spelling and punctuation errors.

Y3 Curriculum Autumn Term Cycle 1



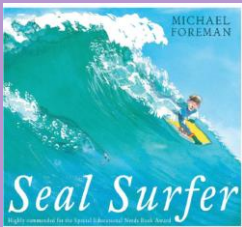
As mathematicians we will:

- Flexible partitioning of numbers to 1,000
- Find 1, 10 or 100 more or less
- Order and compare numbers to 1,000
- Apply number bonds within 10.
- Add 10s across a 100
- Subtract 10s across a 100
- Add two numbers (no exchange)
- Subtract two numbers (no exchange)
- Add 2-digit and 3-digit numbers
- Subtract a 2-digit number from a 3-digit number
- Inverse operations
- Multiples of 2, 3, 4, 5, 8 and 10.

As scientists we will:

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- 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.

Book we will read together:

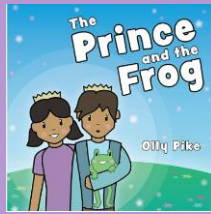


As computer users we will:

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

As citizens we will we will explore:

- I understand my rights and responsibilities as a citizen of my country and as a member of my school



As designers we will:

- Design, make and evaluate our own chocolate bar.

In PE we will:

- Use running, jumping, throwing and catching in isolation and in combination
- **Play competitive games and apply the basic principles suitable for attacking and defending.**
- Perform dances using a range of movement patterns.

As artists we will:

- To create a drawing in the style of the chosen artist
- To experiment with ways in which surface detail can be added to drawings.
- To experiment with different grades of pencil and other implements to draw different forms and shapes.
- To use sketches to produce a final piece of art.
- To use line, tone, shape and colour.
- To record and collect visual information using digital cameras and I pads.
- To compare ideas, methods and approaches in your own and others work and say what you think and feel about them.



As musicians we will:

- play and perform in solo and ensemble contexts.
- listen with attention to detail and recall sounds with increasing aural memory.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

In RE we will:

- Identify some Hindu deities and say how they help Hindus describe God.
- Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.
- Identify some different ways in which Hindus worship.
- Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist).
- Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')
- Make clear connections between Christian and Humanist ideas about being good and how people live