

**YEAR 3 – MR SHARPLES  
AUTUMN TERM 2017**

**ENGLISH**

- To identify powerful language which is used to set a scene (using Roald Dahl's Charlie and the Chocolate Factory)
- To use effective language to describe a setting
- To punctuate direct speech and organise work into paragraphs
- To identify repetition, rhyme, rhythm and alliteration in performance poems
- To produce a performance poem
- To analyse a range of instructional texts
- To write an instructional text and evaluate its effectiveness
- To locate, read and note relevant information for a topic area

**MATHS**

- To understand place value in each digit in a two and three-digit number
- To compare and order numbers to 1000
- To read and write numbers up to 1000 in numerals and in words
- To understand how to classify 3d and 2d shapes using mathematical properties
- To count in multiples and steps of 2, 3, 5 and 10
- To be able to recall the multiplication and division facts for the 2, 5 and 10 times tables
- To recall the multiplication and division facts for the 3 times table
- To understand and use fractions such as  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{5}$ ,  $\frac{1}{10}$  and find these fractions in shapes and objects
- Identify two simple fractions with totals of 1 whole
- To read scales in kg and g and compare masses
- To answer word problems involving mass

**SCIENCE**

Forces and Magnets

- To compare how things move on different surfaces
- To notice that some forces need contact between two objects, but magnetic forces can act at a distance
- To observe how magnets attract or repel each other and attract some materials and not others
- To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- To describe magnets as having two poles
- To predict whether two magnets will attract or repel each other, depending on which poles are facing.

**HISTORY/GEOGRAPHY**

**STONE AGE – IRON AGE**

- To order periods of British History on a timeline.
- To research features of life in the Stone Age.
- To investigate Stonehenge.
- To use sources of evidence.
- To be able to recognise features of the Bronze Age.
- To write a diary entry as a child living in the Iron Age.

**PHYSICAL EDUCATION**

- Netball – skills and small-sided games. Basic types of passes and movement to find space during a game. Looking at basic dodging techniques to outwit opponents.
- Football – Skills and small-sided games. Basic passing using inside of feet, encouraging children to use both feet to control the ball. Encouraging children to mark players and bring in basic tactics in a game. Finding space within a game situation.
- Fitness – Learning about heart rate and how it changes when we exercise.

**ART**

- To investigate double portraits and what they communicate to us about relationships.
- To be able to sketch human figures using a wooden mannequin.
- To paint a double portrait in the style of Rembrandt.
- To create a portrait in the style of Picasso.

**MUSIC**

**CHILDREN WILL LEARN TO :**

- Continue to develop good habits regarding posture and breath control
- Develop their understanding of tonic- sol/fa using hand signs up to and including the range of an octave
- Develop an understanding of how the above relates to the concept of written notation which integrates pitches and rhythm on the stave in 2/4, 3/4 and 4/4
- To be able to spot deliberate mistakes in notated music
- Understand the difference between major and minor and how tonality can effect the mood of a piece of music

**ICT**

- Learning to code using Scratch and PowerPoint
- To build a script for an animation of a sprite to move between two points on the screen
- To use repetition in a sequencing program
- To create an animation with two sprites interacting with one another
- To use subject specific vocabulary, such as animation, sequence and command

**PHSE**

- To discuss school rules and decide on our class rules
- To think about the school council and how its members help us
- To investigate what makes a good friend and what responsibilities they have