



## English

We are learning about The Classic Adventures of Paddington by Michael Bond and information leaflets. Children are working towards writing their own narrative based on A Bear Called Paddington. Identifying and using subordination for time, complex sentences using a range of conjunctions, commas to separate clauses and different sentence forms.

## Art

To know how to create two-layered printing tile.  
To know how to clean, dry and add more detail into a printing tile.  
To know how to line up and add a second layer of colour and detail to an original print.

## French

Pupils will be introduced to the Francophone world and French as a subject on their curriculum. Pupils will learn how to use key greetings, as well as ask and answer the question 'how are you?' in the foreign language. Pupils will consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question 'what is your name?' in the foreign language. Pupils will learn how to recognise, recall and spell numbers 1-10 in the foreign language. Pupils will learn how to recognise, recall and spell 10 different colours in the foreign language. Pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.

## PSHE

What makes a family; features of family life.  
Personal boundaries; safely responding to others; the impact of hurtful behaviour.  
Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.

## R.E.

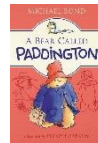
Explore God's vision for every family within the home.  
Explore how we should show respect in family, as God has asked us to.  
Explore the representation of the Holy Family.  
Know that prayer helps us remember God is always with us.  
Explore how Jesus wants us to love one another.  
Know that we have been chosen to be Holy People.  
Know that belonging to a group involves promises and rules.  
Explore the Sacrament of Baptism.  
Explore the welcome and celebration of the Word of God.  
Explore the Litany of Saints.

## History

Learn about a local historically significant person (Henry Ashworth).  
Explore the significance of the cotton industry on the people of Lancashire.  
Create a chronological timeline of the Lancashire cotton industry, identifying significant people and events.  
Use sources of evidence to make historical claims about the life of Lancashire cotton factory workers.  
Explore connections between local and international history relating to the Cotton Famine.  
Find out about where cotton came from in the past, and explore how this impacted the lives of people around the world.

## Year 3 Autumn Term 1

### We are reading...



### Events

10th September – Whole School Mass  
10th September – Guitar Group (for those who have signed up).  
11th September – Mad Science (for those who have signed up).  
13th September – Drumming Lessons (for those who have signed up).  
17th September – KS2 Meet the Teacher  
1st October – Whole School Mass  
15th October – Year 3 Mass  
16<sup>th</sup>-17th October – Flat Stan First Aid

## Science

We see objects because our eyes can sense light.  
Dark is the absence of light.  
We cannot see anything in complete darkness.  
Some objects, for example, the sun, light bulbs and candles are sources of light.  
Objects are easier to see if there is more light.  
Some surfaces reflect light.  
Objects are easier to see when there is less light if they are reflective.  
The light from the sun can damage our eyes and therefore we should not look directly at the sun and can protect our eyes by wearing sunglasses or sunhats in bright light.  
Shadows are formed on a surface when an opaque or translucent object is between a light source and the surface and blocks some of the light.  
The size of the shadow depends on the position of the source, object and surface.

## P.E.

### Netball

To demonstrate passing a ball using a chest pass.  
To move into space after using a chest pass in a game. To demonstrate passing a ball using a bounce pass. To move into space after passing in a game. To perform a chest pass and bounce pass in a game. To apply a feint when passing to outwit a defender. To perform a pass in a game using a chest pass or bounce pass. To apply a simple tactic to outwit a defender. To perform a pass in an invasion game using a chest pass or bounce pass. To apply a simple tactic to outwit a defender. To perform a pass in an invasion game using a chest pass or bounce pass. To apply a simple tactic to outwit a defender.

### Dance

This half term, there is an external provider from South Ribble teaching dance to Year 3. They will be learning new dance techniques and creating and learning a choreographed routine.

## Maths

Represent and partition numbers to 100 and 1,000.  
Number line to 100 and 1,000.  
Flexible partitioning of numbers to 1,000.  
Hundreds, tens and ones.  
Find 1, 10 or 100 more or less.  
Estimate on a number line to 1,000.  
Compare and order numbers to 1,000.  
Count in 50s.  
Apply number bonds within 10.  
Add and subtract 1s, 10s and 100s.  
Spot the pattern.  
Add 1s across a 10 and 10s across a 100.  
Subtract 1s across a 10 and 10s across a 100.  
Make connections.  
Add and subtract two numbers (no exchange).  
Add two numbers (across a 10).  
Add two numbers (across a 100).  
Subtract two numbers (across a 10).

## Computing

### Online Safety

To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. To understand how the Internet can be used to help us to communicate effectively. To understand how a blog can be used to help us communicate with a wider audience. To consider if what can be read on websites is always true. To look at a 'spoof' website. To create a 'spoof' webpage. To think about why these sites might exist and how to check that the information is accurate. To learn about the meaning of age restrictions symbols on digital media and devices. To discuss why PEGI restrictions exist. To know where to turn for help if they see inappropriate content or have inappropriate contact from others.