



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.

Spanish

Fabulous Fridays- This will be taught by an external provider.

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.

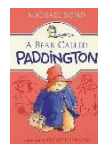
To revisit the creation story from Genesis 1.
To know that creation is good and was made out of God's 'free and unselfish love'.
To recognise how poetic language is used to describe how the world was formed.
To know that human beings are made in the image of God.
To know that the Church teaches that creation is the work of the Holy Trinity.
To make links between the Creation story, equality and the belief that all human beings are created equal and with dignity.
To imagine how caring for the world could change the world for the better.

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

9th September- Whole School Mass
3rd October- Harvest festival celebrations
6th October- School photo day (individual photos)
7th October- Year 3 Mass
16th October- Whole School Mass
24th October- School closes for half term

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.

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).

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.

Gymnastics

To adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed.
To show different travelling and balancing actions using the apparatus.

Computing

Fabulous Fridays- This will be taught by an external provider.