

## English



**Reading and writing learning centred around high quality texts:**

**Text: Charlie and the Chocolate Factory**

*Written outcomes:*

- Character / setting description
- Advert
- Newspaper report
- Persuasive letter writing
- Instructions / recipe

**Text: The Iron Man**

*Written outcomes:*

- Character descriptions
  - Short news report
  - Letter of advice, menu (using descriptive devices)
  - Poetry
- Main Outcome:
- Mystery narrative

**Leon and the Place Between**

- Persuasive poster
- setting description
- thought bubbles / diary entry
- dialogue

Main Outcome:

- Own version fantasy narrative

**Whole school poetry focus (2 weeks in October):**

Text: The Dragon with a Big Nose by Kathy Henderson (CLPE)

- This is the City
- Out in the City
- Steel Birds
- Street Light
- Look at the Train

*Outcomes*

- List poem
- Group poetry
- Individual poetry
- Descriptive writing

**Grammar and spelling:**

- Words with the /ei/ sound spelt ei, eigh, or ey
- Homophones
- The suffix -ly (see spelling appendix for details)
- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
- Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]

**Punctuation:**

- Introduction to inverted commas to punctuate direct speech

## French

**About ourselves:**

Introduce yourself; say how you are; ask and say your age; say numbers to 12; know colours; say your favourite colour; greetings.

**School life:**

Understand simple classroom instructions; answer register; tell time to the hour; identify classroom items; know some subject names.

## Chelsea: past and present Year 3 Autumn term

We are so lucky to live in the big, bold city, where the lights are bright and every road has a story to tell. It's hard to imagine what life was like in these streets long ago, but with the eyes of a detective and with a little help from our local friends, we will explore with fresh eyes our local streets.

We will also think about how our area is used now, and how we can leave a positive mark on it and improve it for the better.

**Ideas for topic texts to read at home:** London for children, Madeleine in London, Look inside London, Katie in London, This is London, Step inside homes through history.



## Maths

Counting in 100s  
Representing numbers to 1,000 and the number line to 1,000  
100s, 10s and 1s place value  
Finding 1, 10 and 100 more or less  
Comparing and ordering numbers to 1,000  
Counting in 50s  
Adding and subtracting 100s  
Adding and subtracting a 3-digit number and 1s, then 10s  
Adding and subtracting a 3-digit and 2-digit number  
Subtracting a 2-digit number from a 3-digit number  
Addition and subtraction patterns  
Adding two 3-digit numbers  
Subtracting a 3-digit number from a 3-digit number  
Estimating answers to additions and subtractions  
Checking strategies  
Problem solving – addition and subtraction  
Multiplication – equal grouping  
3, 4 and 8 times table and associated facts  
Problem solving – multiplication and division  
Understanding divisibility  
Related facts – multiplication and division

## R.E.

**Creation**

Think about how we can help the family to which we belong. Think about what it means to belong to the family of the Church and how it helps us. Know that we join the Church when we receive the Sacrament of Baptism. Know about some of the signs and symbols used in Baptism. Know about the importance of promises made at Baptism by parents and godparents.

**Mary the mother of God**

Know that God called Mary to be the Mother of His Son. Know that Mary went to visit her cousin Elizabeth. Know about the Mystery of the Incarnation. Understand that Advent is a time to prepare to celebrate the birth of Jesus and how we can prepare. Know about the birth of Jesus and what it means for us. Know that the Wise Men came to worship Jesus. Think about gifts we can offer him

## P.E.

1<sup>st</sup> half: Handball & Outdoor Adventure Activities: Problem Solving  
2<sup>nd</sup> half: Tag Rugby & Gymnastics: Symmetry & Asymmetry

## Computing

- Do you like my presentation?
- Can your robot make shapes?
- Words words words

## History

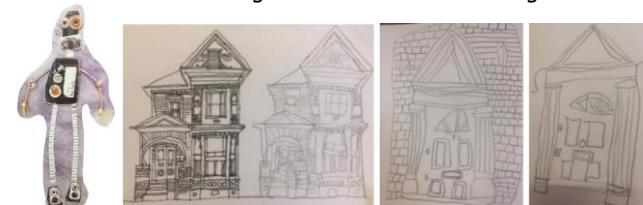
The class will compare Chelsea in two key periods of its history: the Victorian era and the Swinging Sixties using a variety of sources including: Booth's poverty maps, archive photography, and through interviewing local residents. They will learn about notable local figures inventor Joseph Hansom and designer Mary Quant. They will find out about the development of the Thames in Chelsea during Victorian times. They will also explore how very rich and very poor people have lived alongside each other in this part of London whilst finding out about the Chelsea Workhouse.

## Geography

The class will use a range of geographical skills including maps, observation and field sketches and aerial photography to investigate the local area focusing on its main human and physical geographical features and how they might be changing. They will explore local land use for homes, shopping and leisure, and present information of how it might be improved using plans, graphs and symbols.

## Art

The class will explore the assemblage techniques of Brian Marshall and the collage of illustrator Miles Cole before creating their own metalwork collage based on Iron Man. They will also practice line techniques while drawing the details of local buildings.



## Design & Technology

The class will use joining techniques to make kaleidoscopes to begin our scientific study of light.



## Music

Recorders sticks and songs: The class will learn the note B and A on the recorder and where they sit on the music staff. They will also be able to recognise a semibreve and a minim note and know the value of each. As the term progresses, they will learn about rests.

## Science

**Working scientifically in Lower Key Stage 2**

**Raising Questions:** They should be given a range of scientific experiences to enable them to raise their own questions about the world around them. **Choosing a suitable scientific enquiry:** They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions **Observations:** They should help to make decisions about what observations to make, how long to make them for. They should make systematic and careful observations. **Fair testing:** Recognise when a simple fair test is necessary. **Sorting and classifying:** Talk about the criteria for grouping, sorting and classifying and use simple keys. **Secondary sources:** They should recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. **Choosing equipment:** They should help to make decisions about the type of simple equipment that might be used. They should learn how to use new equipment, such as a data loggers and thermometers, appropriately. **Collecting data:** They should collect data from their own observations and measurements. **Measuring.** They should use standard units. **Recording:** They should make decisions as to how to record in notes, drawings, labelled diagrams, bar charts or simple tables. Pupils should use relevant scientific language to communicate ideas and findings in ways that are appropriate for different audiences. **Analysing data:** They should make decisions as to how to analyse the data. They should begin to look for patterns and decide what data to collect to identify them. With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data. **Making improvements:** They should find ways of improving what they have already done.

**Autumn term topics**

**Forces and Magnets**

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- 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
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

**Key Scientist:** William Gilbert

**Light (to be continued in the spring term):**

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when light is blocked by a solid object
- Find patterns in the way that the sizes of shadows change.

**Key Scientist:** Euclid, Ibn Sahl, Roger Bacon, Isaac Newton

## P.S.H.E

**Relationships:** Collaboration: Working Together 1

**Relationships:** Collaboration: Working Together 2

**Relationships:** Collaboration: Shared Goals

**Relationships:** Healthy Relationships: Friendship 1

**Relationships:** Healthy Relationships: Friendship 2

**Relationships:** Healthy Relationships: Friendship 3

**Relationships:** Healthy Relationships: Friendship 1

**Living in the Wider World:** Rules & Responsibilities: Rules

**Living in the Wider World:** Rules & Responsibilities: Thinking Ahead

**Living in the Wider World:** Rules & Responsibilities: Learning Time

**Health & Wellbeing:** Changing & Growing: Before Puberty

**Health & Wellbeing:** Changing & Growing: Visible Changes