

## Our Big Questions

### Where would you rather live—England or India?

In Year 3, we spend the first half of Autumn term learning about India. We learn about the physical and human features of the country and compare it to the UK. Children are encouraged to talk about their own experiences of India. What are the advantages and disadvantages of each country?



## As artists we will:

- Be focussing on artwork by Henri Rousseau—specifically "Tiger in the Forest (surprise)" — as part of the whole school 'Take One Picture' project.
- Refine and adapt ideas.
- Create a background wash.
- Cut, make and combine shapes to create recognisable forms.
- Select appropriate materials and colours giving reasons.
- I can use more than one colour to layer in a print.
- I can replicate patterns from observa-

## As scientists we will:

- Ask and answer relevant questions using correct scientific vocabulary.
- Set up simple fair tests.
- Find out about why light is needed and how light may be altered by different surfaces and materials.
- Discover how shadows are formed and how they change and explore patterns in the way shadows change
- Investigate how magnets attract and repel and different uses for magnets. Grouping and classifying objects

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## As geographers we will:

- Be studying India!
- Locate the continents, India and countries between England and India on a world map.
- Understand similarities and differences between England and India.
- Describe India's physical geography— such as vegetation, rivers and mountains.
- Investigate the impact of global warming and flooding in India.

## As PC users we will:

- Shut down the laptop correctly.
- Locate and open a programme from the start menu.
- Save and close programs on a laptop to the P drive.
- Capitalise letters using 'shift' key.
- Touch-typing:
  - Type using two hands on the keyboard
  - Know what is meant by home, top and bottom rows.
- Coding:
  - create computer programs using repeat or timed commands.
  - run, test and debug their programs.

## As musicians we will:

- Learn to sing songs related to the Hindu festival of Diwali, with clear diction, expression and control of our voices.
- Listen to and appraise pieces of music, including a composer study of Beethoven.
- Explore rhythm and pulse through a variety of musical activities
- Learn the term "ostinato" and find one in a piece of music.
- Compose our own ostinato.

### As writers we will:

- Study a range of instructional writing and evaluate examples of others to illicit what is 'good'.
- Write personal reports considering layout and language styles
- Evaluate, perform and compose performance poetry and plays.
- Read traditional stories and compose our own versions inspired by those we have read.
- Write story settings, based on familiar places.

### As sports people we will:

- Perform dance sequences with control and consistency using an Indian dance style stimulus.
- Play football showing increasing accuracy when striking the ball and awareness of space or support from team-mates
- Play hockey demonstrating correct stance and hand position on the stick.

### As historians we will:

- Start to identify some changes which occurred over the Stone Age/Bronze Age and Iron Age periods.
- Research elements such as food, housing and weaponry in this time.
- Compare and contrast how daily life has changed through these times.

### As geographers we will:

- Design and make a chapatti in conjunction with our India topic.
- Know how to maintain good hygiene in the kitchen.
- Improve our kneading, rolling and other food preparation skills.
- Consider which flavours go well together and evaluate our food.

### As linguists we will:

- Greet each other in French.
- Ask for someone's name and respond ourselves.
- Talk about our age, body and Christmas, using grammatically correct sentences in French.

### As mathematicians we will:

- Read, write, compare and order numbers up to 1000.
- Find 10 more and 10 less than given numbers and use this to add and subtract near multiples of 10 (eg 9/11/19/21).
- Recognise the place value of digits within numbers to 1000.
- Add and subtract units to/from numbers below 1000, add and subtract tens to/from numbers below 1000, add and subtract hundreds to/from numbers below 1000.
- Maintain rapid recall of 2, 5 and 10 times tables from Year 2.
- Build up our recall of the 3, 4 and 8 times tables.
- Recall division facts relating to the times tables that we know.
- Find fractions of amounts using our times tables knowledge.
- Compare, estimate, measure, add and subtract lengths using metres (m) centimetres (cm) and millimetres (mm).
- Tell the time to the nearest 5 minutes using the 12-hour clock.
- Identify properties of 2D and 3D shapes using correct mathematical vocabulary.
- Use tally and bar charts to present data we have gathered.

### For our Spiritual, Moral, Social and Cultural development we will:

- Develop the British Values of Individual Liberty, Rule of Law, Democracy and Mutual Respect and Tolerance— linked to other areas of our learning.
- Visit our class tree and study the local wildlife
- Take part yoga and relaxation sessions to support our physical and mental health.