

## English- A Bear Called Paddington

### **Writing –**

Secure the use of capital letters, full stops and questions marks

Orally rehearse our sentences before writing

Use past tense when writing our narrative

Use subordinating conjunctions in our writing

Identify, generate and effectively use noun phrases for description

Plan and discuss our writing using story mapping to plan our own Paddington story

Collect and explore new vocabulary to use in our writing

Use inverted commas to punctuate direct speech

Proof read our own and others work to check for errors in spelling, grammar and punctuation

### **Reading –**

Listen, discuss and express views about a range of texts

Explain the meaning of unfamiliar words using the context of what is read

Sequence and discuss the main events in stories

Develop and demonstrate our understanding of characters and events through role play and drama

Make inferences about characters using evidence from the text

Use the point + evidence prompt to provide written answers

## Maths

### **Investigating numbers and systems**

- Read, write, compare and order numbers up to 1000

- Recognise the place value of each digit in a three-digit number

- Identify, represent and estimate numbers using different representations

### **Pattern sniffing**

- Count forwards, backwards in steps of 4, 8, 50 and 100

- Find 10 or 100 more or less than a given number

- Recall and use multiplication and division facts for the 3, 4 and 8 times table

### **Solving calculation problems**

- Add and subtract three digit numbers mentally

- Use formal written methods of columnar addition and subtraction

- Estimate the answer to a calculation using inverse

## Geography- Biomes and Climate Zones

### **We are learning to:**

- locate the continents and countries of the world, identify climate zones and biomes (the plants and animals that live there).
- use map work to locate the Equator, Northern Hemisphere and Southern Hemisphere, Arctic and Antarctic Circle
- describe the physical geography of the regions
- understand how plants and animals have evolved to survive in the different climates
- To use world maps, atlases, globes and digital/computer mapping to locate countries/regions and describe features studied
- Representing our knowledge and understanding of the biomes and climate zones by creating shoe box models, using record facts sheets and using technology over a video of our model

## Science – Animals including humans

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

## MFL French – Bonjour!

- Say hello and goodbye to someone
- Ask someone's name and say your own
- Ask how someone is and respond to the same question
- Learn some basic nouns
- Count numbers 1-10

## RE: Who should we follow?

### **Christianity (God)**

- know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)
- identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah)

suggest why these prophets chose to listen to and follow God

## Value: Respect

### Art – Quentin Blake

We will practise observational drawing in our sketchbooks. The end product will be a sculpture made from an armature.

### Computing- Digital Literacy – Digital Literacy

Revise the importance of passwords and how to create them, learn how to analyse digital profiles, learn the importance of a digital/analogue balance by exploring the digital 5 themes.

PE – Invasion Games

Music - Singing

### Can you help?

- Read regularly at home
- Practising their times tables
- Learning their spellings

**Year 3  
Autumn 1**