



# Year 3: Autumn 1

## English

The Iron Man by Ted Hughes

Fiction: Approach Threat Narrative

Non-Fiction: Explanation (How to capture the Iron Man)



## Mathematics

Number: Place Value

Number: Addition and Subtraction

Number: Multiplication and Division

## Behaviour:

Be Ready

Be Respectful

Be Safe

## School Values

Truth

Fairness

Justice

Joy

## Religious Education

## Science - Working Scientifically:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

**Unit 3.6: Harvest.**

**Christian Value:** Thankfulness

**Christian Concepts:**  
**God:** In the beginning was God, the creator.  
**Creation:** In the beginning, God created the heavens and the earth and everything was good.

**Key Vocabulary:**  
**Harvest Festival:** A celebration of the annual harvest, especially (in Britain) one held in schools and as a service in Christian churches, to which gifts of food are brought for those in need.  
**Sukkot:** A major Jewish festival held in the autumn to remember the sheltering of the Israelites in the wilderness.  
**Sukkah:** A temporary shelter used during the festival of Sukkot.  
**Pongal:** Hindu festival to celebrate the harvest of rice and sugar cane.  
**Thankfulness:** The feeling of being happy or grateful.

**Key Knowledge:**  
 For thousands of years, people have been giving thanks to God for the harvest. Celebrate the Festival of Harvest with the first fruits of the crops you sow in your field. Celebrate the Festival of ingathering at the end of the year when you gather in your crops from the field. Exodus 23:16  
 Traditional hymns celebrate the harvest: 'We plough the fields and scatter' 'Come ye thankful people come'  
 People of all faiths and world views celebrate harvest in different ways around the world: Italy – *grazie* to celebrate the olive harvest  
 Bali – rice harvest  
 German speaking countries - *Erntedankfest*.

**Key Questions:**  
 How and why do we celebrate harvest?  
 What do we celebrate at harvest?  
 What are we actually giving thanks for?  
 When do we celebrate harvest?  
 How is the harvest celebrated around the world?

**Key Bible Passages:**  
**Genesis 8:22:** 'As long as the world exists, there will be a time for planting and a time for harvest. There will always be cold and heat, summer and winter, day and night.'  
**2 Chronicles 31:5:** 'As soon as the order was given, the people of Israel brought gifts of their finest grain, wine, olive oil, honey, and other farm produce...'

**World Faiths:**

**Judaism**  
**Sukkot**

- The Festival of Booths/Tabernacles.
- The sukkah is a hut which Jews lived in during their years living in the desert after God delivered them from slavery in Egypt and before they arrived in the Promised Land (Israel).
- Sukkot is also a harvest festival, celebrating gathering crops from the fields.

**Hinduism**  
**Pongal**

- Pongal is a Hindu Harvest Festival mainly celebrated by Tamil communities in South India.
- The festival is in January, lasting 3 – 4 days when the rice and sugar cane is harvested.
- Pongal is the name of a sweet rice dish and the word Pongal means to spill or overflow.

Animals including Humans			
Key Vocabulary	Nutrient	Found in... (examples)	What it does/they do
<b>healthy</b> in a good physical and mental condition	<b>carbohydrates</b>		provide <b>energy</b>
<b>nutrients</b> substances that living things need to stay alive and healthy	<b>protein</b>		helps growth and repair
<b>energy</b> strength to be able to move and grow	<b>fibre</b>		helps you to digest the food that you have eaten
<b>saturated fats</b> types of fats, considered to be less healthy, that should only be eaten in small amounts	<b>fats</b>		provide <b>energy</b>
<b>unsaturated fats</b> fats that give you energy, vitamins and minerals	<b>vitamins</b>		keep you <b>healthy</b>
	<b>minerals</b>		keep you <b>healthy</b>
	<b>water</b>		moves <b>nutrients</b> around your body and helps to get rid of waste

## 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



## Art

### Drawing: Make Your Mark

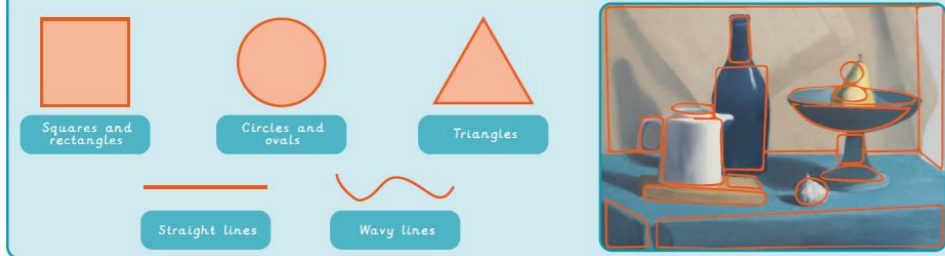
#### Year 3 - Drawing

<b>Abstract</b>	Art where the subject doesn't necessarily look like it does in real life.
<b>Botanical art</b>	To depict whole plants or parts of plants that is visually pleasing and scientifically accurate.
<b>Composition</b>	Putting different elements together in a pleasing way.
<b>Geometric</b>	A regular shape with angles and straight lines.
<b>Organic</b>	Irregular natural shapes.
<b>Scale</b>	The size of what is being drawn.
<b>Shading</b>	Drawn marks to show areas of light and dark.
<b>Texture</b>	A surface quality that is not flat.
<b>Tone</b>	The light and dark something is.

#### Artists

Georgia O'Keeffe	Charles Darwin
Maud Pirny	
Max Ernst	Carl Linnaeus

Everything in our world is made from simple shapes. Identifying shapes within objects will help you to draw more accurately.



#### Year 3 - Drawing

#### Holding a pencil to shade

**Detail grip (Writing grip)**      **Shading grip**

#### Creating tones:

**Dark tones** show where there is less light on an object. Pressing firmly with your pencil when you shade will create darker tones.

#### The four rules of shading

- To shade in **ONE** direction
- To not leave any gaps
- To work neatly to the edges
- To create smooth even tones

**Light tones** show where there is more light on the subject and less pressure is needed when you shade.

## Physical Education

### Basketball

**PASSING**

**Performance**  
Can pass the ball  
Can pass the ball to partner  
Use a pass and can receive a pass  
Knows when to pass in a game

**Analysing Performance**  
Can watch someone perform  
Identify movements on performance  
Able to compare work with others  
Pick out strengths and weakness

**Select and Apply**  
Can pass with two hands  
Understands passing technique  
Tries to use the skill in practice  
Understands different passing techniques

**CHEST PASS**

Hold ball in two hands, fingers and thumbs spread.  
Step forward onto left foot in the direction of the throw.  
Push the ball away from body sharply.

**BOUNCE PASS**

Bend your arms and keep your elbows close to your body.  
Lift the ball over your head.  
Step forward and release the ball.  
The flight of the ball should be high.

**OVERHEAD**

The ball is brought in close to chest.  
Fingers should point towards the floor.  
Release the ball into the ground.  
Aim the ball 2/3rds the distance between you and partner.  
The ball should bounce into their hands.

**DRIBBLING**

**One or Two Handed Dribble** -  
Keep your head up - don't look at the ball.  
Keep the ball at waist height.  
Keep your dribbling hand on top of the ball & use fingertips.

**Handy Hints** -  
Keep your knees bent.  
Look up throughout the game when dribbling.  
Can you use either hand to dribble?

**SHOOTING**

**Low/High Shooting Targets** -  
Bend knees and elbows, push ball into target area.  
Extend the shooting arm up and wave "goodbye" to the ball (follow through).

**Shooting** -  
Holding the ball in 1 hand, with the other supporting it on the side.  
Bring the ball up in front of your face and push away.

## Music

### Year 3: Ballads

#### Musical style: Ballads

Ballads are songs which tell a story. They can be in many styles, such as pop and musical theatre and were used in ancient times to carry news and legends across countries.



#### Vocabulary

<b>Ballad</b>	A song which tells a story - similar to a poem.
<b>Compose</b>	To create an original piece of music.
<b>Stanza</b>	A short section of text, sometimes known as a verse in a song or poem.
<b>Solo</b>	Performing alone.
<b>Ensemble</b>	A small group of musicians who perform together.
<b>Expression</b>	Making your thoughts or feelings known when reading, singing or performing.
<b>Lyrics</b>	The words in a song.
<b>Chorus</b>	Repeated section of music with the same tune and lyrics.
<b>Nonsense words</b>	Words which have no meaning and are often used for filling time in songs - e.g. 'la', 'do', 'booh'.

#### Story mountain

Ballads tell a story and usually have a similar structure to stories.



**OPENING** - Describes the setting, introduces the characters.  
**BUILD UP** - Excitement and tension grows, gives emotion.  
**CLIMAX** - Major dilemma.  
**RESOLUTION** - Characters find a route through their difficulties.  
**ENDING** - Happily ever after.

## PSHE

### Key Vocabulary:

Welcome	To greet or treat people in a kind and friendly way.
Valued	Considered to be important.
Rights	Entitlement to have or do something.
Responsibility	Being accountable for something.

### Year 3 Being Me in My World

**Key Knowledge:**  
We have rules in society to keep us safe and ensure our rights.  
Rules show people the difference between right and wrong and how our actions can affect other people.  
A right that all people are born with is called a human right.  
Some of the most basic rights are the right to life and the right to believe what one chooses.  
With every right there is also a responsibility e.g. the right to an education and the responsibility to learn.

**Weekly Celebrations:**  
In this puzzle we will be celebrating people who:

- Respect everybody's right to learn.
- Care about others feelings.
- Show responsibility.
- Make our school community a better place.
- Help others feel welcome.
- Show our Christian vision.

**Key Skills:**  
By the end of the puzzle, I will:  
Know why rules are needed and how these relate to choices and consequences.  
Know how to make people feel valued.  
Understand that others might hold different views to myself.  
Know that the school has a shared set of values.

What would your dream school look sound and feel like?  
Why is making someone feel welcome an important skill?

TRUTH      FAIRNESS      JUSTICE      JOY

## Computing

### Unit 3.1- Emails

#### Key Vocabulary

<b>Attachment</b>	A file that is sent with an email message, e.g. a document or image file.
<b>Clipboard</b>	Content of one main purpose is to effect separation and encourage people to visit a website.
<b>Email</b>	An electronic message sent between two computers.
<b>Fileshare</b>	A website or information which can be shared.
<b>Search</b>	A website on the internet that provides information.
<b>Spam</b>	A type of code or program written to filter the way a computer operates and is designed to spread from one computer to another.
<b>Website</b>	A series of webpages and other content, which can be discovered and read through an internet browser.

**LO: To know what emails are, their different uses and how to create them.**

What are the clues to look for in a phishing email?

# History

**Ancient Egypt**

**Topic Focus:**

Change and Continuity.

How much did Ancient Egypt change over time?

**Lessons:**

1. Howard Carter gets a surprise.
2. How did the ancient Egyptians live?
3. How did ancient Egypt change over time?
4. What did the ancient Egyptians believe?
5. What did ancient Egyptians believe about death?
6. How did the ancient Egyptians write?

# Geography

**Rivers**

**Key Focus:**

How do rivers, people and land affect each other?

**Geographical skills:**

Using photographs.

**Lessons:**

1. The mighty River Indus.
2. The changing River Indus.
3. How rivers get their water.
4. How a river shapes the land: the young river.
5. How a river shapes the land: the mature river.
6. Britain's longest river: the River Severn.

# MFL - Spanish

**Spanish Year 3, Autumn 1**  
**Saludos / Greetings**

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Saludos / Greetings	
<b>iHola</b>	Hello
<b>Buenos días</b>	Good morning
<b>Buenas tardes</b>	Good afternoon
<b>Hasta luego</b>	See you later
<b>Adiós</b>	Goodbye
<b>Gracias</b>	Thank you

Me **llamo** Lucía.

¿Cómo te **llamas**?

VERBS	
<b>LLAMARSE</b>	To be called
<b>me llamo</b>	I'm called
<b>te llamas</b>	You're called

Key Questions	
¿Cómo te llamas? - Me <b>llamo</b> ...	What's your name? My name is ...
¿Qué tal? / ¿Cómo estás? - Estoy [muy] bien / así, así / mal	How are you? I am [very] well / so so / unwell
¿Dónde vives? - Vivo en ...	Where do you live? I live in ...
¿Cuántos años tienes? - Tengo ... años	How old are you? I am ... years old
¿Cuántos hay? - Hay ...	How many are there? There are ...

KEY SOUNDS	
<b>h</b>	silent
<b>ll</b>	y
<b>v</b>	b
<b>ñ</b>	ny
<b>hay</b>	aa ee
<b>cua</b>	koo ah
<b>qu</b>	k
<b>ci</b>	thee

**Spanish Year 3, Autumn 1**  
**Parts of the body**

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Las partes del cuerpo		KEY SOUNDS	
The parts of the body			
<b>La cabeza</b>	Head	<b>j</b>	h
<b>Los hombros</b>	Shoulders	<b>z</b>	th
<b>Las rodillas</b>	Knees	<b>ci</b>	thee
<b>Los pies</b>	Feet	<b>cua</b>	koo aa
<b>Los ojos</b>	Eyes		
<b>Las orejas</b>	Ears		
<b>La boca</b>	Mouth		
<b>La nariz</b>	Nose		

Números 1 a 10/ Numbers 1 to 10									
1	2	3	4	5	6	7	8	9	10
Uno	Dos	Tres	Cuatro	Cinco	Seis	Siete	Ocho	Nueve	Diez