

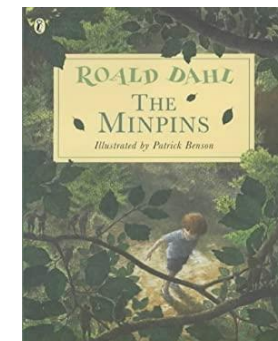
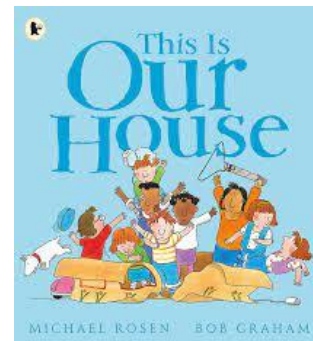
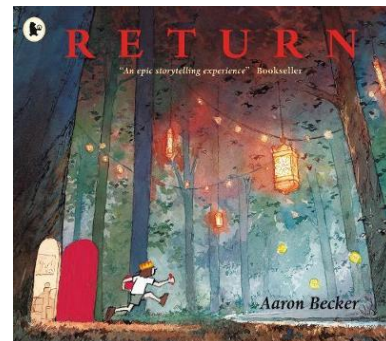
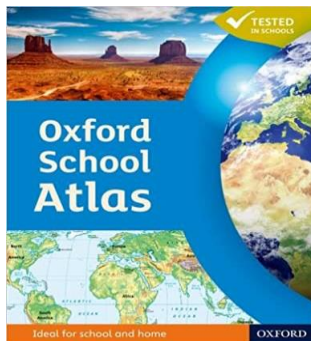


YEAR 3 / AUTUMN 2

How amazing is our county of Cheshire?

| ACADEMIC EXCELLENCE | LIFE LONG LEARNING | POSSIBILITIES and RISKS | SOCIAL INTELLIGENCE |
|---|---|---|--|
| <p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p> | <p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p> | <p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p> | <p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p> |

KEY TEXTS





| | |
|--------------------------------|---|
| ACADEMIC EXCELLENCE | <p>We will</p> <ul style="list-style-type: none"> ✓ Set challenging goals and work towards these. ✓ Focus on next steps and acting on feedback to improve. ✓ Review progress on targets set. ✓ Know that only our best is good enough. ✓ Continue to have a 'can do' attitude and willingly correct mistakes. |
| POSSIBILITIES AND RISKS | <p>We will</p> <ul style="list-style-type: none"> ✓ Provide challenging opportunities for children to take appropriate risks. ✓ Continue with our class council. ✓ Offer a range of sporting opportunities. ✓ Provide opportunities for children to learn to play an instrument. ✓ Continue to discuss strategies to deal with present day challenges and pressures and learn when to apply them. ✓ Provide support with managing emotions and building relationships with children. |

| | |
|----------------------------|---|
| LEARNING TO LEARN | <p>We will</p> <ul style="list-style-type: none"> ✓ Continue to develop the understanding of the 5 Rs, with a particular focus on reflecting in the second half of the Autumn term. ✓ Celebrate successes and learn from our mistakes- the power of 'yet'. ✓ Encourage children to ask questions to help apply their knowledge. ✓ Encourage children to attempt more than one approach and judge what worked well and what could be improved. |
| SOCIAL INTELLIGENCE | <p>We will</p> <ul style="list-style-type: none"> ✓ Deliver assemblies linked to school aims ✓ Discuss that all individuals are different and have unique, special qualities regardless of gender, race, ability or disability. ✓ Encourage children to recognise their mistakes and apologise. ✓ Encourage children to work cooperatively, working with each other's strengths, so that tasks are completed well. |



| | | | | |
|----------------|---------------------------|---|--------------|---|
| ENGLISH | READING | <p>We will:</p> <ul style="list-style-type: none"> ✓ Use dictionaries to check the meaning of unfamiliar words. ✓ Discuss words and phrases that capture the reader's interest and imagination. ✓ Ask questions to improve their understanding of a text. ✓ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. ✓ Identify how language, structure, and presentation contribute to meaning. | MATHS | <p>We will:</p> <ul style="list-style-type: none"> ✓ Use bar models relating to addition and subtraction. ✓ Solve simple addition and subtraction word problems. ✓ Recall multiplication and division facts for the 3,4 and 8 times tables |
| | WRITING | <p>We will:</p> <ul style="list-style-type: none"> ✓ Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. ✓ Organise paragraphs around a theme. ✓ In narratives, create settings, characters and a plot. ✓ In non-narrative material, use simple organisational devices. ✓ Assess the effectiveness of their own and others' writing and suggesting improvements. ✓ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. ✓ Proof-read for spelling and punctuation errors. ✓ Use prepositions to express time and cause. | | |
| | SPELLING / PHONICS | <p>We will:</p> <ul style="list-style-type: none"> ✓ Words from statutory and personal spelling lists. ✓ Words where the digraph 'ou' makes an /ow/ u/ sound, 'y' makes /i/ sound. ✓ Words ending in 'sure', 'ture'. ✓ Words with the digraph 'ai' and the tetragraph 'aigh' | | |
| | SPOKEN LANGUAGE | <p>We will:</p> <ul style="list-style-type: none"> ✓ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. ✓ Engage in small group and class discussions. | | |



| | |
|----------------|---|
| SCIENCE | <p><u>Nutrition and diet</u></p> <ul style="list-style-type: none"> ✓ 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. <p>Sustainability and food waste</p> <p>What is food waste and how can we reduce it?</p> <p><u>Rocks</u></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> ✓ Ask relevant questions and use different types of enquiry to answer. ✓ Set up practical enquiries, comparative and fair tests and report on them. ✓ Carefully and systematically observe and measure using a variety of equipment. ✓ Gather, record, classify and present data. ✓ Record findings using a variety of methods. ✓ Report on findings. ✓ Draw simple conclusions. ✓ Identify similarities and differences. ✓ Talk about criteria for grouping sorting and classifying. ✓ Make simple observations. |
| HISTORY | <p>GEOGRAPHY FOCUS THIS HALF TERM</p> |

| | |
|------------------|---|
| COMPUTING | <p><u>Spreadsheets:</u></p> <ul style="list-style-type: none"> ✓ To use 2Calculate to collect data and produce a variety of graphs. ✓ To use the advanced mode of 2Calculate to learn about cell references. ✓ To use the formula wizard and the formula bar to write formulae. ✓ To use the tools within 2Calculate to explore number. ✓ To create a computational model using a spreadsheet |
| GEOGRAPHY | <p>ASSESS AND REVIEW KS1 Location knowledge:</p> <ul style="list-style-type: none"> ✓ Name and locate the world’s seven continents and five oceans. ✓ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Human and physical geography - <u>Our location in the UK.</u></p> <ul style="list-style-type: none"> ✓ Review differences between Alderley Edge and Manchester ✓ Looking at our county of Cheshire. ✓ Explain what a county is and a region. ✓ Use a range of resources. Eg. maps and google maps to locate our county. ✓ Name some counties near my local area. ✓ Use 8 compass points ✓ Look at Human and physical features of our local area. E.g. farming. ✓ Use geographical vocabulary. |



| | | | | |
|-------------------|---|--------------------|--|--|
| MFL | <ul style="list-style-type: none"> ✓ Start to use avoir (in first person) to show what items they have (J'ai). ✓ Understand how to conjugate the negative of avoir, in first person (Je n'ai pas). ✓ To learn the nouns and relevant indefinite articles for pencil case items. ✓ To gain some intercultural understanding through learning facts about Christmas in France. | PHYSICAL EDUCATION | <p><u>GYMNASTICS</u></p> <ul style="list-style-type: none"> ✓ To be able to create interesting point and patch balances. ✓ To develop point and patch balances on apparatus. ✓ To develop stepping into shape jumps with control. ✓ To develop stepping into shape jumps using apparatus. ✓ To develop the straight, barrel and forward roll. ✓ To include rolls in sequence work using apparatus. ✓ To be able to transition smoothly into and out of balances. <p><u>HOCKEY</u></p> <ul style="list-style-type: none"> ✓ To send and receive with some control. ✓ To move safely and with control when dribbling. ✓ To develop decision making in attack. ✓ To understand the role of a defender. ✓ To apply tactics to small side games. ✓ To apply skills, rules and tactics to play in a tournament. | |
| DESIGN TECHNOLOGY | <p><u>Structures:</u> Make a photo frame.</p> <ul style="list-style-type: none"> ✓ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. ✓ Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. ✓ Accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p><u>Textiles:</u> To design and make a binca bookmark.</p> <ul style="list-style-type: none"> ✓ Select from and use a wider range of tools and equipment to perform practical tasks join fabrics using a wider range of stitches. e.g. Back stitch, chain stitch ✓ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities | | ART AND DESIGN | <p>DT FOCUS THIS HALF TERM</p> |
| | MUSIC | | | <ul style="list-style-type: none"> ✓ Play the pentatonic scale using tonic sol-fa, ascending and descending. ✓ Identify hand-signs for the pentatonic scale. ✓ Perform using pitched instruments short canons that use part or all of the pentatonic scale. ✓ Internalise various intervals e.g., major 2nd, major 3rd, perfect 5th, major 6th, ascending and descending through the use of specific repertoire and vocal warm-ups using hand-signs. |
| PSHE | <ul style="list-style-type: none"> ✓ No outsiders : To understand what discrimination means. ✓ Importance of rules for safety. ✓ Learning about smoking and its effects on the body. ✓ SRE -Growing and Changing ✓ L2L- Being Reflective ✓ Anti Bullying Week – Respect/ World Kindness Day 13.11.24 | | ENRICHMENT | <p>We will:</p> <ul style="list-style-type: none"> ✓ Use books and artefacts from the Education Library Service. ✓ Take part in the Christmas Nativity ✓ Support Children in Need Day 15/11/24 ✓ Remember the wars on 11/11 ✓ Protecting our planet day 12.11.24 ✓ Inter Faith Week.11-15th November ✓ Bullying Prevention week including World Kindness Day |