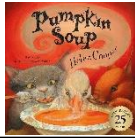


# Autumn 1 in Year 3!



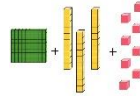
## English

In English this half term, we are going to be using the text Pumpkin Soup to write instructions for how to make the soup. Also, we will be looking at the story Tin Forest to write a poem.



## Maths

In Maths this half term, we will be learning about Place Value. We will be using 3 digit numbers up to 1000. We look at number lines, adding 10, 100, and gain confidence with understanding the value of each digit in a number.



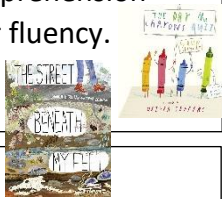
## Science

In Science this half term, we will be learning about animals including humans. We will find out about herbivores, carnivores and omnivores and their diet.



## Guided Reading

In Guided Reading this half term, we are using the text The Day the Crayons Quit as well as The Street Beneath My Feet. We will be practicing our comprehension skills as well as our fluency.



## History

This half term in History, we are learning about Ancient Greece. We will be looking at how the Greeks impacted our lives today as well as the Trojan War and the battle of Thermopylae.



## Geography

This half term, we are learning about Ancient Greece. We will be using atlases to look at the physical features and climate as well as the city of Olympia and why the sea is important.



## Computing

We are learning about how to send emails in our Computing lessons. The children will learn how choose a recipient as well as well as the importance of being safe online.



## RE

This half term, the children are learning about the 5 Ks in Sikhism and what that means for Sikhs. This will be the start of them learning a new religion as well as Christianity.



## Music

The children will be learning about how to compose and perform an ostinato, both independently as well as in a group.



## PSHE

This half term's unit is Being Me In My World. Please find attached the knowledge organiser and vocabulary list for this unit.



## French

This half term, the children will begin to learn some basic French words including greetings. They will have opportunities for speaking and listening as well as some reading and writing French vocabulary.



## Art

This half term, the children will be learning about Ancient Greek sculptures and pottery. They will be working towards making their own Greek pottery piece.



## PE

For PE this half term, the children are following the Real PE unit on Footwork. They will be learning some static balances as well as footwork patterns.



## DT

This term, the children will be learning how to sew fabric in order to make an apron that they have designed.

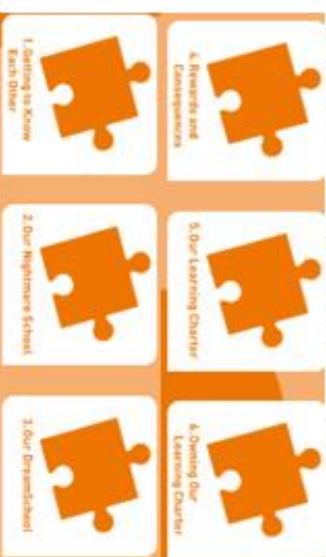




Ages 7-8

### Puzzle One – Being Me in My World

Autumn 1: 'Who am I and how do I fit?'



**Content Overview:**  
 Setting personal goals  
 Self-identity and worth  
 Positivity in challenges  
 Rules, rights and responsibilities  
 Rewards and consequences  
 Responsible choices  
 Seeing things from others' perspectives

### Vocabulary

Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-operate, Group Dynamics, Team Work, View Point, Ideal School, Belong.

Song: Together as One  
 Puzzle Outcome: Whole School Learning Charter

### Example of Floor book:

### DFE Statutory Relationships & Health Education Guidance.

- (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends
- (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or have different choices or have different preferences or beliefs
- R13) practical steps they can take in a range of different contexts to improve or support respectful relationships
- R14) the conventions of courtesy and manners
- R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- R19) the importance of permission seeking and giving in relationships with friends, peers and adults.