



Year / Class: Y3
Teacher: Mr Milton

New Hartley First School
Happy children aiming high

Term: Autumn 1 2019
Dates: 2nd Sept – 25th Oct



Aspirations I

Key Question: What do you want to achieve when you leave school?

English:

Writing opportunities across the curriculum: Writing recipes to create a tasty Stone Age stew (History), a motivational poster to encourage others across school to have a growth mindset (PSHE), Advert to sell a Stone Age den (History link – to take place after den building workshop), Leaflets to inform about evolution (History and Aspirations link – How did Neolithic people aspire to improve their standard of life and how did this happen). Making a fact file on a successful and aspirational role model (PSHE and Aspirations link – successful failures – using You Are Awesome by Matthew Syed, children will choose a famous singer, sportsperson or celebrity and research this person. They will then use a page from You Are Awesome as a template and create their own page documenting their chosen role model).

Spoken word: Children will use relevant strategies to build their vocabulary (exploring synonyms with wow word of the week and “magpieing” words from our class novel. Ask relevant questions to extend their understanding and knowledge by working collaboratively in mixed ability groupings when discussing both SPAG aspects and topic based knowledge. Participating in discussions, presentations, role play, improvisations and debates (presenting their fact files on their chosen aspirational role model). Speak audibly and fluently with an increasing command of Standard English (presenting to class and reading out-loud).

Word Reading: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix I, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension: Pupils will be taught to develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (during class novel time, guided and independent reading as well as focus texts with subject specific links): reading books that are structured in different ways and reading for a range of purposes (a range of fiction and non-fiction texts in class library, modelled text types, reading for information and fact retrieval, as well as pleasure): using dictionaries to check the meaning of words that they have read and discussing words and phrases that capture the reader’s interest and imagination (vocabulary and wow words “magpied” from the class novel and children encouraged to use them within writing): understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context, asking questions to improve their understanding of a text, drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, identifying main ideas drawn from more than one paragraph and summarising these, identifying how language, structure, and presentation contribute to meaning, retrieve and record information from non-fiction, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. (guided reading, independent reading and comprehension activities, class discussion during class novel time).

Writing Composition: Pupils will be taught to plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas (modelled writing examples, wow words and “magpie” words), draft and write by: composing and rehearsing sentences orally (talk for writing and drama/role play activities), organising paragraphs around a theme (fact file), in non-narrative material, using simple organisational devices [for example, headings and sub-headings] (recipe for a Stone Age stew), evaluate and edit by: assessing the effectiveness of their own and others’ writing and suggesting improvements, propose changes to grammar and vocabulary to improve consistency, including use of pronouns and proofread for spelling errors (edit and improve using purple polishing pens, collaborative learning), they will 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 (presenting their fact file to the class).

Grammar, Vocabulary and Punctuation: Children will be taught to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (taught within English lessons, to be included within all writing if necessary), use present perfect form of verbs in contrast to past tense (fact file, motivational poster), using conjunctions, adverbs and prepositions to express time and cause (to be included within all writing if necessary), using a or an appropriately depending on consonant or vowel word (to be included in all writing when necessary), using noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (recipe, letter to Himalayan Hotel, Evolution leaflet).

Spelling: Children will be taught one spelling rule each week. This will be taken home and practised along with finding examples of where this rule is used. These examples can be displayed in the classroom and a weekly spelling activity will be completed to compliment this home learning. Two common exception words will also be practised and learned each week. The following spelling rules will be taught in Autumn 1; words with “shun” endings spelled tion, sion and cion, words with ation endings will also be taught. The suffix /ly/ and /ure/ (sure and ture), the prefixes “super”, “anti” and “auto” will be taught.

Maths:

Place Value :

Begin to recognise and order 3-digit numbers, identifying hundreds, tens and ones and show these numbers using different forms of representations, count from 0 in multiples of 4, 8, 50 and 100 in addition to finding 1, 10 or 100 more/less than any given number across 1,000, read and write numbers 0-1,000 in words, complete reasoning and problem solving questions involving these aforementioned skills. Small steps covered: Hundreds; Numbers to 1,000; 100s, 10s and 1s; Number Line to 1,000; 1, 10 and 100 more or less; comparing objects; comparing numbers; ordering numbers and count in 50s.

Addition and Subtraction:

Add and subtract numbers mentally including HTO +/- 0, HTO +/- T, HTO +/- HTO, solve addition/subtraction equations including numbers to 1,000 using the columnar method, learn to use the inverse operation to check estimations, use methods such as “near doubles” and other relevant number facts to solve reasoning and problem solving questions. Small steps covered: add and subtract multiples of 100, 3-digit numbers and ones, add 3-digit and 1-digit numbers, subtract 1-digit from 3-digits, 3-digit number and tens, add 3-digit numbers and tens, subtract tens from 3-digits, add and subtract 100s, pattern spotting, 2-digit and 3-digit numbers, add 2-digit and 3-digit numbers, subtract a 2-digit from 3-digits, add two 3-digit numbers 1, add two 3-digit numbers 2, subtract 3-digits from 3-digits 1, subtract 3-digits from 3-digits 2, estimate answers and check answers.

History:

- Using aspirations as the main focus, children will explore the journey of mankind through the Stone Age to the Iron Age looking at the way they strived to

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| <p>better themselves and their standard of living through resourcefulness and resilience.</p> <ul style="list-style-type: none"> • Explore how the people of the Stone Age lived and how their settlements were formed. • Become accustomed to day to life in the Stone Age, using drama to reflect the difficulties one would face during this period in history. • Understand how researchers obtained evidence of this period. (Raising aspirations of employment). • Discovering fire – Can children create fire themselves in the outdoor setting. • Can children attempt to forage for food? • Discovering Stonehenge – Why was it built? Who built it? <p>Key Vocabulary: archaeologist, artefact, Neolithic, B.C., chronology, tribal, hunter-gatherers, shelter, civilization, settlement, prey.</p> <p>Landmarks: Skara Brae and Stonehenge</p> |
| <p>Computing:</p> <ul style="list-style-type: none"> • Creating short screen cast presentations involving Stone Age characters moving towards the Iron Age. • Understanding e-safety and how to be responsible with computing equipment using NHFS’s “zip it, block it, flag it” icons. |
| <p>PE</p> <ul style="list-style-type: none"> • Complete gymnastic routines to music using both floor and standing apparatus using facilities at Astley Community High School. Children will begin to create balances using bridges and work in pairs to begin sequences. Children will understand the terms unison, transition and balance. • Develop individual football skills and ability to work as part of an organised team in invasion game settings with a qualified NUFC coach. Children will begin to work on basic hand-eye co-ordination skills before applying them to a football situation. • Complete lessons in swimming, improving knowledge of water safety, confidence and determination and stroke technique. |
| <p>Music:</p> <ul style="list-style-type: none"> • Complete singing sessions with a singing teacher, weekly, focussing on recalling lyrics and sounds given to them by the lead. • Listen to and appreciate songs by artists that they are familiar with and aspire to be like. Could they become as successful as those they listen to? |
| <p>PSHE:</p> <ul style="list-style-type: none"> • Understand how having a positive/growth mindset can impact on health and well-being. Reading relevant literature as part of a class and discussing relevant talking points about mental health. • Assessing our own aspirations and goals by comparing the successes of high profile entrepreneurs, sports people and celebrities; discussing how the were not immediately successful. • Posters, artwork, songs, games and persuasive writing will be used to display what is learned throughout the topic. <p><u>Rights and responsibilities:</u> issues concerning health and wellbeing, purpose of rules and law, human rights, different cultures, customs and traditions of people living in the UK, anti-social behaviours and their consequences, difference between rights and responsibilities, resolving differences, critiquing media information.</p> <p><u>Growing and changing:</u> aspirations and goals, recognising and managing feelings, change, loss and grief</p> |
| <p>RE: See NHFS and SACRE syllabus for objectives and activities.</p> <ul style="list-style-type: none"> • Completing posters and informative pieces of writing to show understanding of Diwali and Harvest Festival. • Take part in Harvest Festival as part of a school and village community. • Make links to British Values through tolerance of other peoples beliefs. |
| <p>Visit/Visitors/Resources: Stone Age Den Building Workshop – to immerse children in the day to day routine of Stone Age life, making link to their aspirations to improve their standard of living.</p> |