



Year / Class: Y3  
Teacher: Mr Milton

New Hartley First School  
Happy children aiming high

Term: Autumn 1 2019  
Dates: 4<sup>th</sup> Nov – 20<sup>th</sup> Dec



## Aspirations 2

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

### English:

**Writing opportunities across the curriculum:** "Visit Europe" travel brochure (Geography links), balanced argument – Brexit (Geography links) to be sent to Parliament with an accompanying letter written collaboratively as a class, script writing – a news report about Brexit (Geography links).

**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 novels at the end of the day. 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. Speak audibly and fluently with an increasing command of Standard English (presenting to class and reading out-loud – script of Brexit News Report), use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas, maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (discussing Brexit and debating as a class and with local MP (if possible due to December General Election)).

**Word Reading:** Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix 1](#), 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 "magpie" 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. (group 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 – rehearsal of script), organising paragraphs around a theme, in non-narrative material, using simple organisational devices [for example, headings and sub-headings], 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 (Script reading in news report)

**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 nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (balanced argument and script writing), 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 (brochure), use apostrophes for possession (balanced argument and script writing)

**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 2; ai, ear, homophones and near homophones, words ending in ly (no root word change, ending in y, ending in le, ending in al and ic).

### Maths:

#### 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 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.

#### Multiplication and Division:

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. **Small steps covered:** equal groups, multiplying by 3, dividing by 3, 3 times-tables, multiplying by 4, dividing by 4, 4 times-tables, multiplying by 8, dividing by 8, 8 times tables.

### French:

Listen attentively to spoken language and show understanding by joining in and responding, develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, read carefully and show understanding of words, phrases and simple writing.

- Children to learn how to have basic conversations, including hello and goodbye and follow teacher's instructions. – comic strip.
- Children to understand how to count to 12 – can children complete a basic maths lesson in French?
- Can Children using speaking skills to comment on the weather?
- Can children understand names for simple classroom objects? Can you complete a prepositions lesson in French?

#### Geography:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge, locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

- Children will explore Europe alongside the use of Brexit as a hook in English. As the negatives of Brexit are explored (immigration/intolerance) and the perks of being part of a large community of countries are taught, Children will look at the British values of tolerance and mutual respect and use these to explore Europe in detail. Children will be taught to be accepting and will be shown that they should wish to "broaden their horizons". Alongside this, children will understand the meaning of sovereignty and the reasons people voted to leave the EU. Children will decide themselves at the end of the topic and we will hold a class Referendum to discover whether our class will leave or remain in the EU.
- Children will annotate a world map, highlighting the continent of Europe and labelling countries. Can children label the Houses of Parliament (London) and the 3 main European Parliaments (Brussels, Strasbourg and Luxembourg City)?
- Can children recognise the capital cities of certain European countries?
- Can children identify similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country?
- Can children describe and understand key aspects of physical geography: climate zones, rivers, mountains of Europe within a piece of descriptive writing?

#### PE

- 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.
- Complete lessons in swimming, improving knowledge of water safety, confidence and determination and stroke technique beginning with floatation and push and glides and progressing towards adding leg kicks on front and back to create propulsion.

#### Music:

- 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?
- Children to sing Christmas songs and rehearse Christmas performance songs during December.

#### Art:

To record their observations and use them to review and revisit ideas, to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay], about great artists, architects and designers in history.

- Children to learn about Andy Goldsworthy and his techniques.
- Can children recreate some of Goldsworthy's famous designs?
- Can children plan their own designs and annotate sketches?
- Can children create their own sculptured designs inspired by Goldsworthy's artwork using a variation of natural objects?
- Can children create observational drawings of their sculptures and write commentaries/annotations to compliment them?
- Christmas Crafts – Cards, decorations etc (December).

#### RE:

- Can children study The Nativity and understand why Christians celebrate Christmas – create a comic strip? (December)
- Can Children understand who Jesus was and why the story of his birth is important to Christian? (December)

#### Science:

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties, describe in simple terms how fossils are formed when things that have lived are trapped within rock, recognise that soils are made from rocks and organic matter, identifying differences, similarities or changes related to simple scientific ideas and processes.

- Can children identify similarities and differences between types of rocks?
- Can children discuss physical properties of rock types and their suitability to real life uses e.g. slate roofing?
- Can children create their own soil using other materials that represent rocks and organic matter?
- Can children understand that the study of rocks can lead to prosperous job opportunities e.g Geologist?
- Can children describe a fossil and explain how it has been formed. Can children create a fossil?

**Visit/Visitors/Resources:** Visit by a local MP to discuss views on Brexit – *General Election in December may impact this event.* Tour of BBC Newcastle to observe the News Studio and figure out how everything works behind the scenes – Links to writing their script.