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## Year 3 Advent (Autumn) Term Topic Web

| Theme                    | Well-being  |  | Resilience & Stamina   |
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|                          | <u>Advent Term 1</u>  |  | <u>Advent Term 2</u>   |
| <b>RE (Come and See)</b> | <p><b>Homes:</b> The children will be exploring the topic of the Domestic Church through Homes, focusing on how God is present in every home.</p>    | <p><b>Promises:</b> Children will learn about the meaning of the promises made at Baptism.</p>  | <p><b>Visitors:</b> Thinking about their own experiences of having visitors, children will consider the importance of Advent in helping us to prepare for the coming of Jesus.</p>    |
| <b>English</b>           | <p><b>Fiction Unit 1:</b><br/>In this unit of the work, the children will be reading and analysing the text 'Elf Road'. Children will plan and create a piece of writing which uses a range of prepositions and expanded nouns phrases.<br/>The children will also be focussing on developing their sentence structures and will begin to learn how to write using complex sentences. They will also revise their learning from Year 2 and think about how to choose words for effect.</p>  <p><b>Non-fiction Unit 2:</b><br/>In this unit of work, children will be learning about the features of a non-chronological report. They will be able to explore a range of non-chronological reports and analyse them in detail. Having been exposed to a wide range of non-chronological reports, the children will then carry out their own independent research on an animal of their choice. The research carried out will inform their very own reports. Whilst writing the report, children will learn about making effective word choices and will continue to develop their understanding of complex sentence structures.</p>   |  | <p><b>Fiction Unit 1:</b><br/>In this unit of the work, the children will be reading and analysing the text 'The King of Birds.' Children will plan and create a piece of writing which uses a range of prepositions and expanded noun phrases, fronted adverbials, repetition, and catch phrases.<br/>The children will also be focussing on developing their sentence structures and will begin to learn how to write using complex sentences. They will also revise their learning from Year 2 and think about how to select appropriate vocabulary to create imagery.</p>  <p><b>Non Fiction Unit 2:</b><br/>This half term the children will be reading the story 'Oliver and the Seawigs' by Philip Reeve and Sarah McIntyre.<br/>The children will be exploring how the author's structures their adventure stories and creates characters and settings using engaging and adventurous words and phrases.<br/>The children will also continue to develop their understanding of direct speech and how to punctuate this correctly. The children will also develop their sentence structures, learning about subordinate clauses.</p> |
| <b>Maths</b>             | <p><b>Number – place value</b></p> <ul style="list-style-type: none"> <li>- Identify, represent and estimate numbers using different representations.</li> <li>- Find 10 or 100 more or less than a given number; recognise the place value of each digit in a three digit number (hundreds, tens, ones).</li> <li>- Compare and order numbers up to 1000</li> <li>- Read and write numbers up to 1000 in numerals and in words.</li> <li>- Solve number problems and practical problems involving these ideas.</li> <li>- Count from 0 in multiples of 50 and 100</li> </ul> <p><b>Number – addition and subtraction</b></p> <ul style="list-style-type: none"> <li>- Add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>o a three-digit number and ones;</li> <li>o a three-digit number and tens;</li> <li>o a three digit number and hundreds.</li> </ul> </li> <li>- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> <li>- Estimate the answer to a calculation and use inverse operations to check answers.</li> <li>- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> <li>- Add and subtract amounts of money to give change, using both £ and p in practical contexts.</li> </ul> |  | <p><b>Number – multiplication and division</b></p> <ul style="list-style-type: none"> <li>- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</li> <li>- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.</li> <li>- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> </ul>   |

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| <b><u>Science</u></b>               | <p><b><u>How can I keep myself healthy?</u></b></p> <p>Children will learn about the importance of a balanced diet, and how animals eat. They will study the four main food groups - carbohydrates, proteins, fruits and vegetables and fats and sugars. The children will study and human skeletons and that of animals.</p>   | <p><b><u>Rocks &amp; Soils</u></b></p> <p>Children will learn the difference between a range of rocks by comparing and grouping them. They will learn how fossils are formed and recognise how soil is made. The children will be working on the scientific skills of questioning and testing</p>   |
| <b><u>Computing</u></b>             | <p><b><u>Online Safety</u></b></p> <p>To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.<br/>To understand how the Internet can be used to help us to communicate effectively.<br/>To understand how a blog can be used to help us communicate with a wider audience</p>   | <p><b><u>Coding</u></b></p> <p>To review coding vocabulary that relates to Object, Action, Output, Control and Event.<br/>To use 2Chart to represent a sequential program design.<br/>To use the design to write the code for the program</p>  <p><b><u>Spreadsheets</u></b></p> <p>To create pie charts and bar graphs.<br/>To use the 'more than', 'less than' and 'equals' tools.</p>  |
| <b><u>History</u></b>               | <p><b><u>Would I enjoy living in the Stone Age?</u></b></p> <p>The children will be studying Early Britain and the changes that occurred particularly during the Stone Age, Bronze Age and Iron Age. The children will focus on buildings, farming and beliefs as part of their studies into these historic periods.</p>    | <p><b><u>How did people survive in the Iron Age?</u></b></p> <p>The children will be studying Early Britain and the changes that occurred particularly during the Stone Age, Bronze Age and Iron Age. The children will focus on buildings, farming and beliefs as part of their studies into these historic periods</p>    |
| <b><u>Art</u></b>                   | <p><b><u>How did Stone Age people communicate?</u></b></p> <p>The children will learn about how Stone Age people painted in caves to share their life experiences. The children will learn about how paints were made using natural materials and they will design their own Stone Age paintings.</p>   |  |
| <b><u>Design and Technology</u></b> |  | <p><b><u>What will I need to construct a shelter for a nomadic family?</u></b></p> <p>The children will be learning about how people from the Stone Age, Bronze Age and Iron Age lived in differing shelters. The children will design and create a model shelter for a nomadic family.</p>   |
| <b><u>Music</u></b>                 | <p>The children will be completing a range of musical activities and will focus on listening appraising. The songs that the children will pay particular focus on are:<br/>Let Your Spirit Fly - R&amp;B<br/>Heal The World by Michael Jackson - Pop<br/>Colonel Bogey March by Kenneth Alford - Film/Classical<br/>Consider Yourself from the musical 'Oliver!' - Musical<br/>Ain't No Mountain High Enough by Marvin Gaye - Motown<br/>You're The First, The Last, My Everything by Barry White - Soul</p> | <p>This half term the children will be working on their singing skills.</p>   |

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| <u>PE/Games</u> | <p><u>Outdoor: Netball</u><br/>Rules and strategies to the game</p>  <p><u>Indoor: Dance</u><br/>Pupils can repeat, remember and perform a dance phrase. Children can use dynamic and expressive qualities in relation to an idea. Pupils can create short dance phrases that communicate the idea.</p> | <p><u>Indoor PE – Fitness</u><br/>Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p> <p><u>Outdoor games – Fundamentals</u><br/>Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others’ performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.</p>  |
| <u>PSHE</u>     | <p>The children will be learning about the following topics:<br/><u>Being me in my world, Celebrating difference.</u></p>   |   |
| <u>French</u>   | <p><u>Unit 1: Bonjour</u><br/>Saying hello and goodbye, asking and saying your name, asking and saying how you are, nouns and numbers 1 – 10.</p>  | <p><u>Unit 2: En classe</u><br/>Classroom objects, colours, saying your age and classroom instructions.</p>   |