

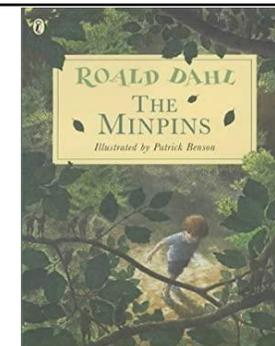
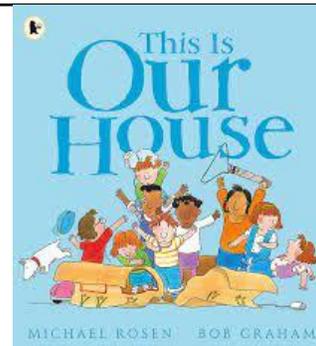
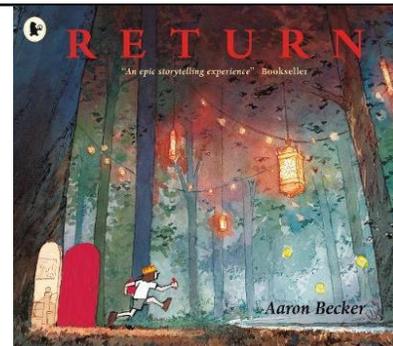
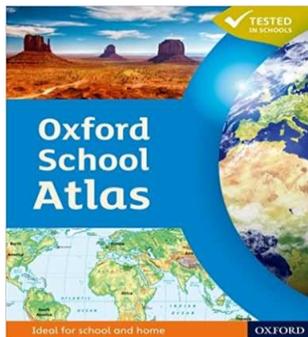


YEAR 3 / AUTUMN 2

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 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 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"> ✓ Read a range of fiction and non-fiction including fantasy books. ✓ Increase familiarity with a wide range of books and oral retelling ✓ Draw inferences and make predictions ✓ Summarise the main idea of a paragraph ✓ Asking questions to improve their understanding 	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	<ul style="list-style-type: none"> • Use past tense verbs. • Use a range of verbs, adjectives and noun phrases. • Use adverbs and adverbial phrases. • Use prepositions and prepositional phrases. • Use of similes. • Write in first person. • Use synonyms and antonyms • Noun, adjective, verb, adverb • Understand paragraph function • Understand alliteration • Create mood • Use subordinate conjunctions- before, although, when • Use dictionaries/ Thesaurus • Use a or an • Use correct punctuation. 		
	SPELLING / PHONICS	<p>We will:</p> <ul style="list-style-type: none"> ✓ Develop strategies for learning words: Words from statutory and personal spelling lists ✓ Homophones ✓ Year 2 prefixes and suffixes er est ✓ Prefix mis and re ✓ Suffix ly ✓ Rare GPC (I sound)spelt y ✓ Words ending with the g sound spelt gue and k sound que 		
	SPOKEN LANGUAGE	<p>We will:</p> <ul style="list-style-type: none"> ✓ Give structured descriptions, rehearsing sentences orally ✓ Participate actively in conversations. ✓ Consider & evaluate different viewpoints. ✓ Engage in P4C discussions and L2L discussions ✓ Use questions to develop knowledge. 		



SCIENCE	<p>Nutrition and diet 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> <p>Sustainability and food waste What is food waste and how can we reduce it?</p> <p>Rocks 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	Geography focus

COMPUTING	<p>Coding To understand the importance of nesting. To design and create an interactive scene.</p> <p>Touch Typing To introduce typing terminology To understand the correct way to sit at the keyboard To learn how to use the home, top and bottom row keys To practise typing with the left and right hand</p>
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 - Our location in the UK.</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.eg farming. ✓ How has our local area changed over time. ✓ Orienteering using grid references. ✓ Use geographical vocabulary.



MFL	<p>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</p>	PHYSICAL EDUCATION	<p>Invasion Games focus – Rugby/Hockey Develop skills of control and passing the ball Develop team work skills Dance Focus Perform the 5 basic principles of dance within a motif, showing some control Recognise the cheerleading style of dance and be able to copy and compose movement patterns with increasing accuracy Perform a dance routine to music, using a range of basic movement patterns, focusing on cheerleading skills Begin to choreograph simple dance motifs using repetition, direction, levels and speed Perform routines from memory to a given piece of music</p>
DESIGN TECHNOLOGY	<p>Structures;_ Make a photo frame. ✓ 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 Textiles To design and make a Binca bookmark. ✓ 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</p>		ART AND DESIGN
MUSIC	<p>Play the pentatonic scale using tonic solfa, 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 eg, major 2nd, major 3rd, perfect 5th, major 6th, ascending and descending through the use of specific repertoire and vocal warm-ups using hand-signs.</p>	RELIGIOUS EDUCATION	<p>What is the Trinity? ✓ To know that Christians believe God is the Trinity: Father, Son and Holy Spirit. ✓ To offer suggestions about what texts about baptism and Trinity might mean.</p>
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 ✓ My Happy Mind – Celebrate ✓ L2L being reflective ✓ Anti bullying week – reach out <div style="text-align: center;">  <p>Holly Hedgehog Reflective</p> </div>	ENRICHMENT	<p>We will:</p> <ul style="list-style-type: none"> ✓ Use books and artefacts from the Education Library Service. ✓ Celebrate Bonfire Night and safety with PSCO visit ✓ Take part in the Christmas Nativity ✓ Support Children in Need Day 17/11/23 ✓ Esther McVey visit lined to Parliament week(6-12th Nov) ✓ Remember the wars on 11/11 ✓ Orienteering ✓ Protecting our planet day 30.11.23 ✓ Inter Faith week.12-19th November